BUTTERFLY

English Textbook for Class III

Department of School Education (Govt. of W.B.)

&

West Bengal Board of Primary Education

A MESSAGE FROM THE BOARD

The new English textbook for class III falls under a newly named series 'Butterfly'. This series is meant for the Primary level only. This book is thus named **Butterfly: A textbook for class III**. This book is based on the new curriculum and syllabus framed and recommended by the newly constituted 'Expert Committee' whose responsibility was to examine various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses formulated by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, this series focuses on helping young learners to learn English as Second Language. The book encourages activity-based learning in a child-centric manner. The lively illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of languge learning viz. listening, speaking, reading and writing in a well-graded manner. The units are woven around a specific theme that caters to various types of learners. We hope this new approach will help learners to develop and strengthen their language skills.

Teachers' guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching-learning process.

A chosen group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by a renowned artist. We also thank him for his brilliant job.

Suggestions, views and comments to improve the book are welcome.

Manik Bhattacharya

December, 2017
Acharya Prafulla Chandra Bhavan
DK-7/1, Sector II, Bidhannagar
Kolkata 700 091

President
West Bengal Board
of
Primary Education

Textbook Development Committee
under
Expert Committee

Members

Prof. Aveek Majumder
(Chairman, Expert Committee)

Prof. Rathindranath De
(Member Secretary, Expert Committee)

Anindya Sengupta

Arindam Sengupta

Koushik Chowdhury

Tapas Biswas

Deblina Mitra

Prof. Rasna Chakraborty Bagchi
(Secretary, W.B.B.P.E.)

Prof. Anuradha Ghosh

Purnendu Chatterjee

Suman Sil

Ratul Kumar Guha

Saikat Routh

Anindita Mukherjee

Acknowledgement

Prof. A.K. Jalaluddin

Prof. Muktinath Chatterjee
(President, W.B.C.H.S.E.)

Institute of English, Calcutta

FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an ' Expert Committee' to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series '**Butterfly**'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning in this textbook , and the exercises for the learners have been designed accordingly. The vision of the great poet and educationist Rabindranath Tagore has been our major inspiration while doing the work. Rabindranath, in one of his lectures, exclaimed, 'I fled the classes which gave me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature'. We have tried to incorporate many new elements in the textbook to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we had invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class III** is 'life around us'. A 'Teachers' Guidelines' is appended at the end of the book.

We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Siksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

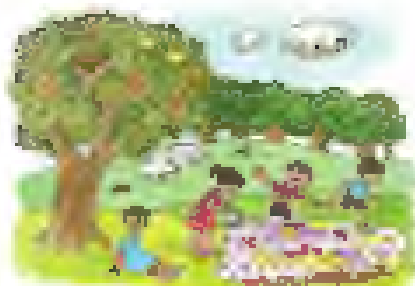
The Education Minister Hon'ble Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

December, 2017
Bikash Bhavan,
5th Floor, Bidhannagar,
Kolkata- 700 091

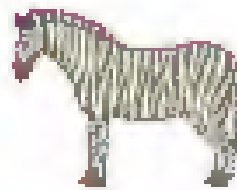
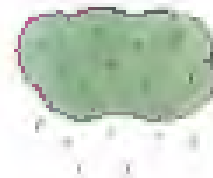
Chairman
Expert Committee
School Education Department
Govt. of West Bengal

CONTENTS

Cover and Illustrations : Debabrata Ghosh

Revision Lesson

Let's do...

Activity 1

Let's look at the pictures and write the missing letters:

c________ b________ z________a c________d

s________l r________t d________y e________t

Activity 2

Let's arrange the letters given below to make meaningful words :

1. tam ____________________
2. grof ____________________
3. obko ____________________
4. toag ____________________
5. llon ____________________
6. ylcec ____________________

Activity 3

Arrange these words in the order of a-z and write them in the space given below. The first two words are done for you :

cake, book, table, apple, dog, fox, shirt, ox, goat, pot, egg, lamb, hen, jug, mat, rat, kite

(1) apple (2) book (3)

____

____

____

Activity 4

In the help-box there are names of some fruits and vegetables. Now write the names of the vegetables in basket A and the names of the fruits in basket B. One is done for you :

Help Box

apple, guava, cabbage, lemon, banana, potato, orange, peas, grapes, brinjal, onion, tomato, mango, litchi

tomato

Basket A

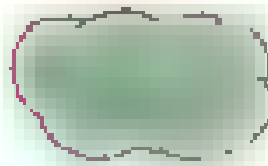
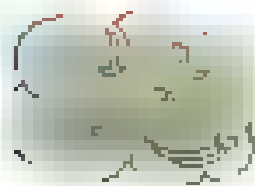
Basket B

Let's talk..

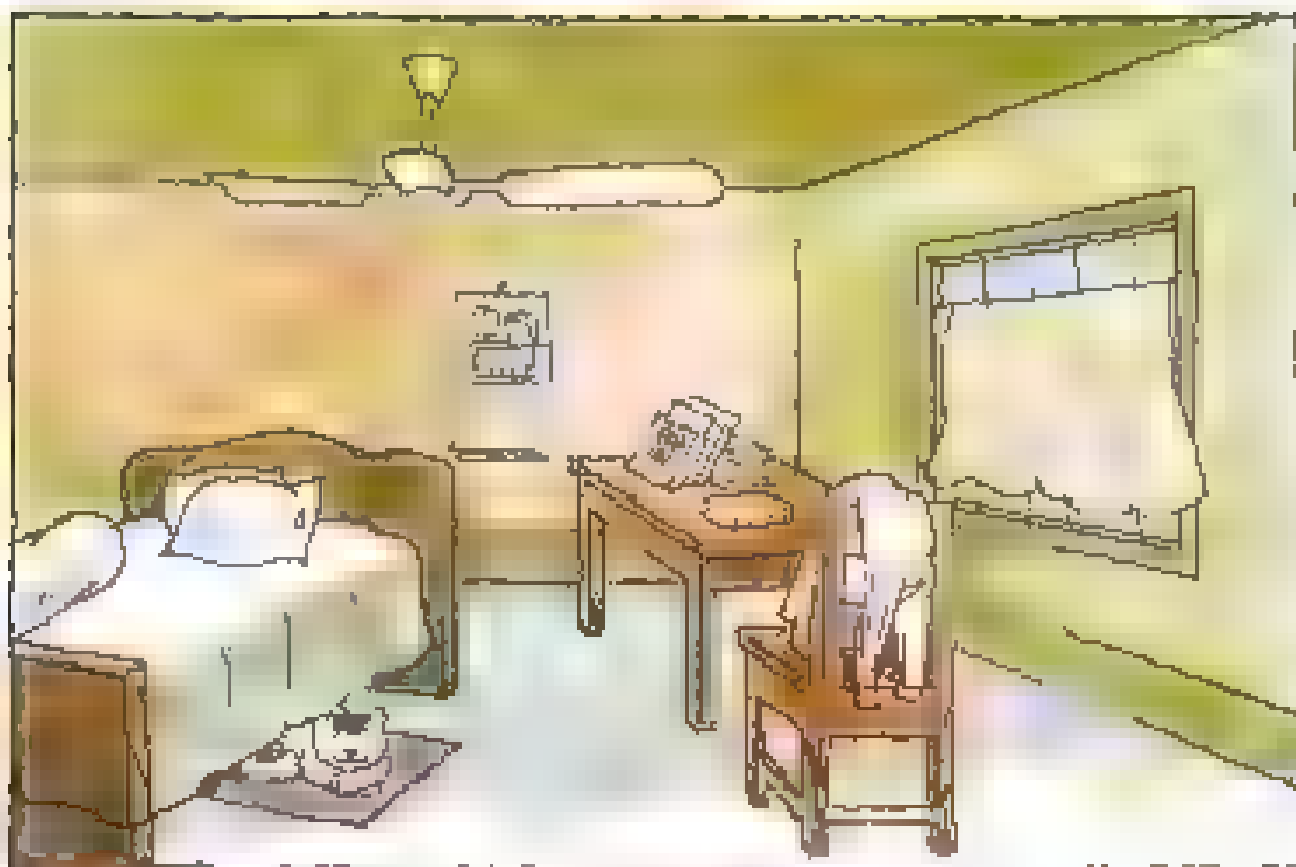
- Ask your friend which fruits and vegetables he/she likes.
- Tell your friend which fruits and vegetables you like.
- Which vegetables do you like to have in winter ?
- Which fruits do you like to have in summer ?

Activity 5

Some words are missing in the picture-story. Let's use words from the help box and complete the story

The went for a walk. She saw a big

fell heavily. But she had an

Help Box

rain, cloud,
girl, umbrella

My house

Activity 6

A. Let's look at the picture and match column A with column B:

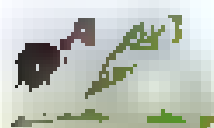
A	B
1 There is a cat	hanging from the ceiling
2 There is a table	on the table
3. There are books	beside the table
4. There is a fan	hanging on the wall
5 There is a calendar	at the corner of the room
6 There is a chair	under the bed.

B. Look at the picture on page 4 and complete the following sentences.

1. There is a curtain ____________________
2. There are some pillows ____________________
3. ____________________ on the backrest of the chair.
4. ____________________ on the mat.

Let's talk..

C. Let's tell the class what we see in the classroom. We may begin like this

There is a blackboard.....
Let's do.

Activity 7

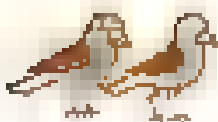
Let's fill in the blanks with

Mou ______ a girl. Ramen ______ my brother. Riya ______ my sister. They ______ elder to me.

Activity 8

Let's fill in the blanks by using 'this' and 'these'

(1) ______ is a cat and ______ are dogs.

(2) ______ is a flower and ______ are leaves.

(3) ________ are birds and ________ is an owl

(4) ________ are ants and ________ is a butterfly

(5) ________ are children and ________ is an old man

Activity 9

Let's fill in the blanks with 'that' and 'those'

1. ________ is a boy and ________ are girls
2. ________ is a tree and ________ are fruits
3. ________ is a pond and ________ are ducks
4. ________ are wickets and ________ is a cricket-ball
5. ________ are hills and ________ is a river

Activity 10(a)

Draw this picture by joining the numbers. Label the various parts of the body. You can use the help box

head,
fingers, toes,
throat, eye
hair, leg,
foot, knee
cheek

Activity 10(b)

Let's fill in the boxes

Down 1]

3]

[4]

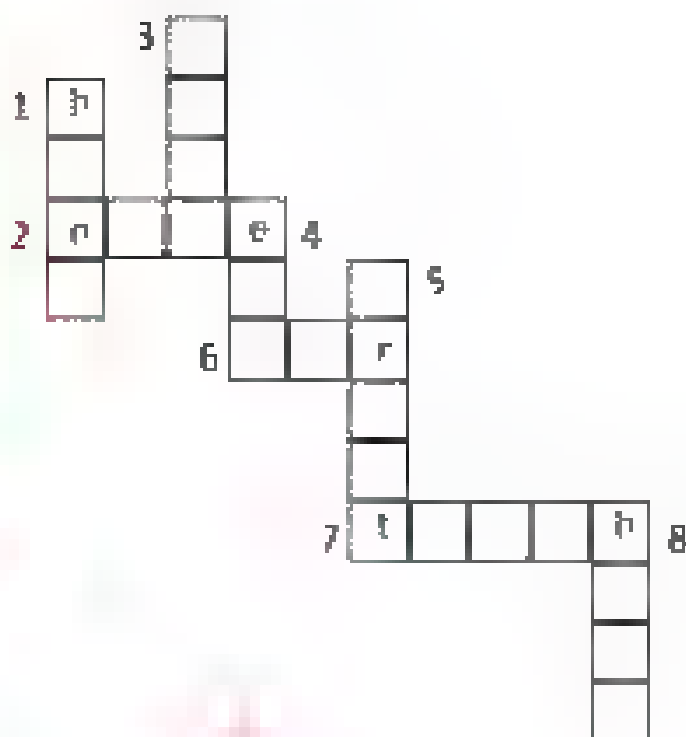
5]

[8]

		3							
1 h									
2 n			e	4					
					5				
		6			r				
				7	t				h 8

Across [2]

[6]

[7]

Let's talk...

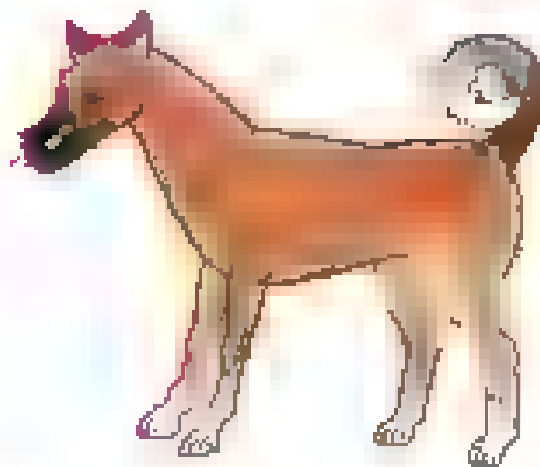
Ask your friend

- What do you do with your eyes ?
- What do you do with your ears ?

- What do you do with your nose ?
- What do you do with your legs ?
- What do you do with your tongue ?
- What do you do with your hands ?

Let's do.

Activity 11

Let's count and write

A dog has__________ legs. It has __________ tail. It has __________ mouth and __________ ears. I love dogs.

Activity 12

Let's choose the names of the animals correctly from the help box and fill in the blanks

Help Box

dog, cat, cow, horse

1. I give milk. I have a long tail. I have horns. I am a __________
2. I guard your house. I eat meat. I wag my tail. I am a __________
3. I have a tail. I eat fish. I drink milk. I am a __________
4. I have a tail. I eat grass. I can run fast. I am a __________

Activity 13(a)

January

April

Let's write the names of the appropriate months in the vacant compartments

Activity 13(b)

Place the names of the months according to the number of days in each
One is done for you .

28 or 29 days	30 days	31 days
		January

Activity 14 (a)

Let's underline the right answer

(1) I [have/has] a pet dog.

(2) You [have/has] a nice pen

(3) Ravi [have/has] a cricket bat

(4) A butterfly [have/has] wings.

(5) An elephant [have/has] a trunk

Activity 14 (b)

Let's fill in the blanks with 'has' or 'have'

(1) He ________________ a red pencil.

(2) We ________________ a house.

(3) Tanushri ________________ a blue frock.

(4) Birds ________________ wings.

(5) A lizard ________________ a tail.

Activity 15

Write the names of the six seasons of West Bengal in the blank circles. Two are done for you.

Summer

Seasons

Early Autumn

Activity 16

Let's choose the right groups of words from the help-box and write them in the given spaces

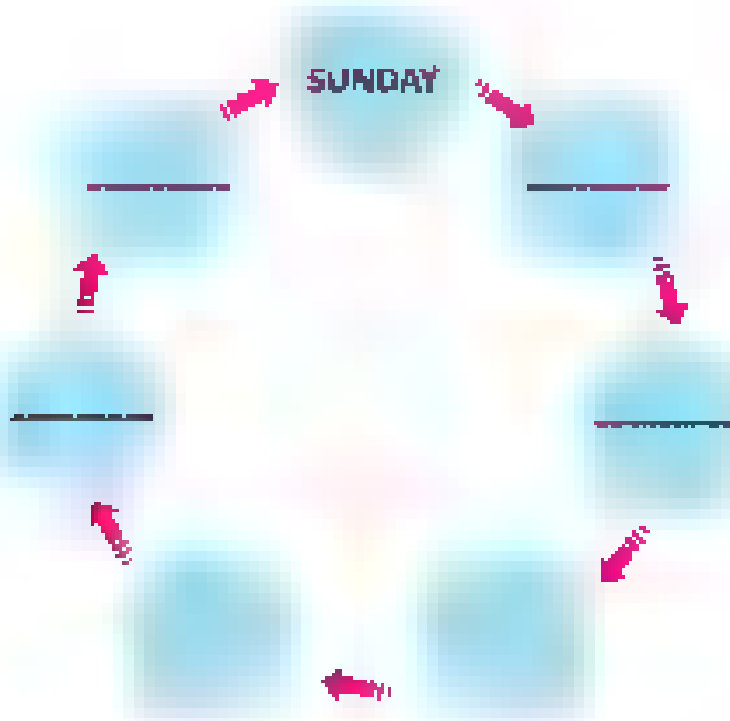
When do you

- see the sunrise?
- see the moon?
- see the sunset?
- go to sleep?
- go to school?
- eat lunch?
- see the stars?
- go to play?

Help Box

in the morning
in the afternoon
in the evening
at noon
at night

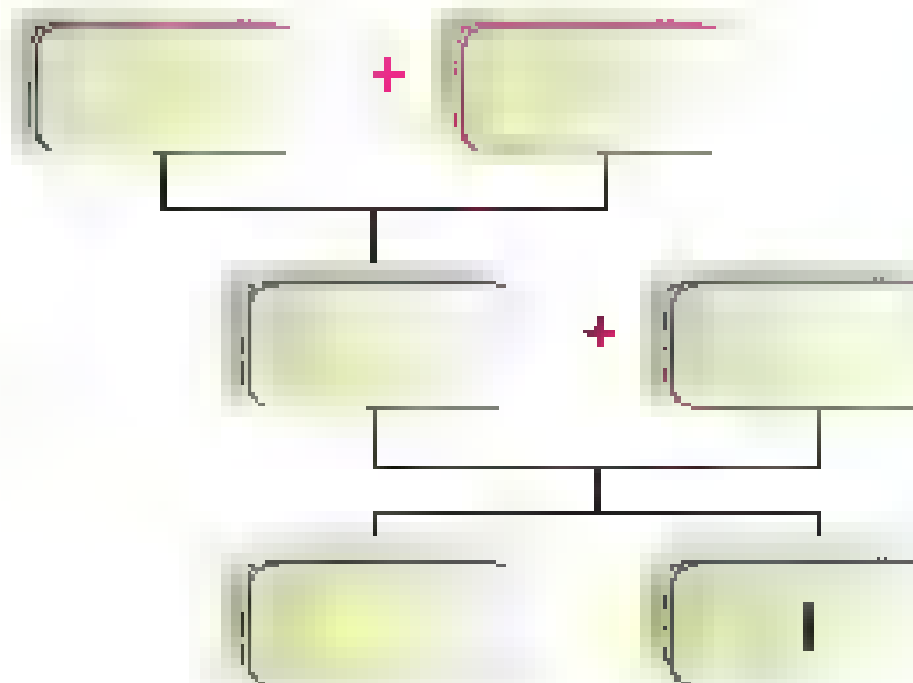
Activity 17

Fill in the empty spaces correctly. One is done for you.

Activity 18

Let's arrange the words given below and make sentences

1. Snoopy/ dog/ pet/ is/ my
2. loves/ eat/ it/ to/ biscuits
3. wags/ its/ tail/ it
4. can/ it/ fast/ run
5. with/ it/ me/ stays
6. looks/ The/ Snoopy/ doctor/ after

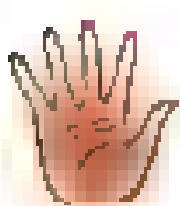
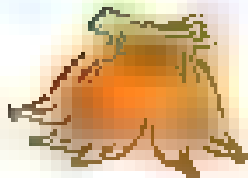
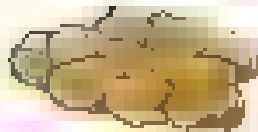
Activity 19

Let's look at the family-tree and fill up the boxes with words from the help box

Activity 20

Let's fill in the blanks with the words given below.

1. The grass is ____________
2. The sky is ____________
3. The dog has ____________ eyes.
4. The umbrella is ____________
5. The rose is ____________

Activity 21

Let's count and write in words

+ = ____________ little fingers

+ = ____________ bananas

+ = ____________ potatoes

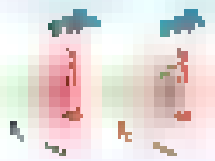
It's rhyme time

Eight little fingers standing up tall,
Two little ears to hear mummy call.
One little nose that I can blow,
Ten little toes all in a row.
Two little thumbs that wiggle up and down,
Two little feet to stamp on the ground;
Hands to clap and eyes to see,
What fun it is to be just me!

Let's work together..

Which animal do you like the most ? Draw a picture of that animal. Show it to the class.

Lesson 1

My Friends

On your mark.

Work in groups. Ask your friends.

- Who are your friends? Name some of them
- Do you have any pet?
- Do you love animals? Who are they?
- Which animals do you often see ?
- What do the animals do when you meet them ?

Let's read

Unit 1

Do you know this girl? She is Kajol. Kajol has many friends. She has many

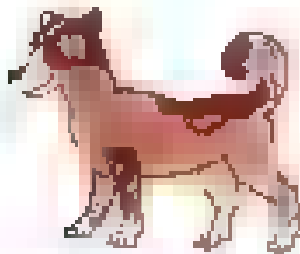
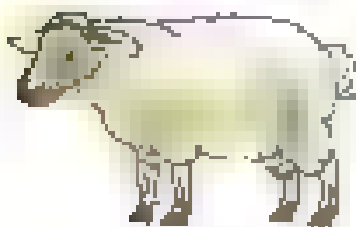
friends in school. She loves all her friends very much. Some of her friends live far away. But some friends of Kajol live near her house.

Do you know who they are? They are Bholu the dog, Mini the cat, Ramu the sheep and Moti the cow. Bholu is very brave. Every morning, as he sees Kajol, he says, "Woof! Woof!" Kajol is not afraid of his bark. She carries biscuits for Bholu. Kajol loves Bholu. Bholu also loves Kajol. He **wags** his tail at her.

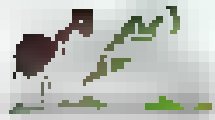
Mini, the cat, is very smart. Every morning, as she sees Kajol, she mews. She raises her paw and says, "Meow! Meow!" She loves Kajol. Kajol also loves Mini. She carries milk for Mini to drink.

Ramu, the sheep, is very **woolly**. Every day, as he sees Kajol, he **bleats**. He jumps and says, "Baa! Baa!" He loves Kajol. Kajol also loves Ramu. She carries green leaves for Ramu **to munch**.

Moti, the cow, is very gentle. Every morning, as she sees Kajol, she says, "Moo Moo." She nods her head. She loves Kajol. Kajol also loves Moti. She pats Moti on her back.

Who among her friends does Kajol love most?

Kajol loves all of them dearly.

Word Zone

wags	: moves from side to side
woolly	: soft like wool
munch	: chew noisily

Let's do...

Activity 1

Match column A with column B to form meaningful sentences. One is done for you

A	B
Bholu is	for Mini the cat
Kajol loves	is very woolly
Ramu the sheep	on her back
Kajol carries milk	all her friends dearly
Kajol pats Moti	a brave dog

Activity 2

Let's put [T] for true and [F] for false statements in the boxes:

1. Kajol has no friends. ☐
2. Mini is very smart ☐
3. The cow moos as she sees Kajol ☐
4. The sheep likes to drink milk. ☐
5. The dog barks and wags its tail ☐
6. The sheep bleats and jumps. ☐

Activity 3

Let's match the animals with the sounds they produce

Animals	Sounds
	moo
	bark
	mew
	bleat

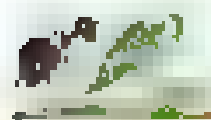
Let's talk...

Let's have a game of quiz.

Do you know..

- Which animal gives us milk?
- Which animal catches mice?
- Which animal gives us wool?
- Which animal pulls carts?
- Which animal guards our houses?
- Which animal eats grass?
- What do the dogs eat?
- Who gives us eggs?

Let's read: Animals live all around us. Some animals live in forests. They are called wild animals. Some animals live with us. We call them domestic animals. Some animals live in our houses. We call them pets. They help us in many ways.

Dogs guard our houses. Cats catch mice. Cows give us milk. Hens and ducks give us eggs. Sheep give us wool. Bullocks pull carts and plough the field. Camels and donkeys carry heavy burden.

Let's do.

Activity 4

Who am I?

1. I live in your home. I guard your house.
   Who am I?
   I am

2. I give you milk. I say 'Moo! Moo'
   Who am I?

3. I give you eggs. I can swim.
   Who am I?

4. I pull the carts. I plough the fields.
   Who am I?

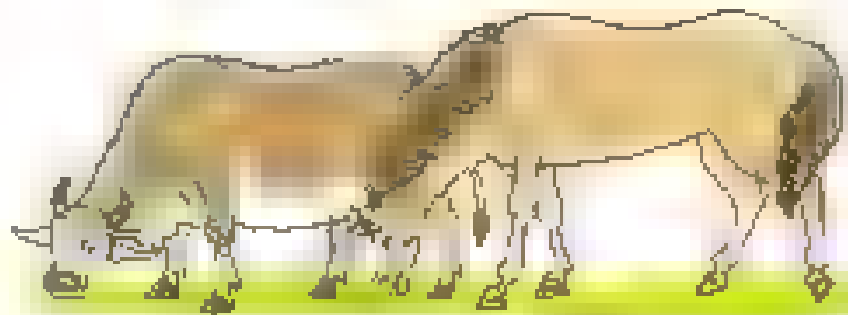
Activity 5

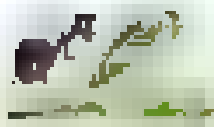
Let's put [T] for true and [F] for false statements in the boxes.

1. Pets live in forests. [ ]
2. Hens give us eggs. [ ]
3. Camels kill mice. [ ]
4. Dogs guard our houses. [ ]
5. Bullocks give us wool. [ ]
6. Pets help us in many ways. [ ]

Let's read

All animals are different from one another. They eat different kinds of food. They make different sounds. Their young ones have different names.

Animals like cows, goats, sheep and horses eat grass and plants. Dogs eat meat, fish and even rice and bread. Cats eat fish and drink milk. All animals drink water.

We call a baby dog a puppy. The baby cat is called a kitten. A calf is the baby of a cow and a colt is the baby of a horse. The baby sheep is called a lamb while the baby goat is called a kid. The baby duck is called a duckling and the baby hen is called a chick.

The sounds of the animals are varied as well. Dogs bark, cats mew, cows moo, sheep bleat, donkeys bray and horses neigh. All these animals are different in nature. But they are our friends.

Let's do

Activity 6

Let's match the animals with their babies.

Animals	Baby animals
dog	kitten
goat	calf
cat	chick
hen	kid
horse	puppy
sheep	colt
cow	lamb

Activity 7

Let's arrange these letters in the right order. These are the names of babies of animals.

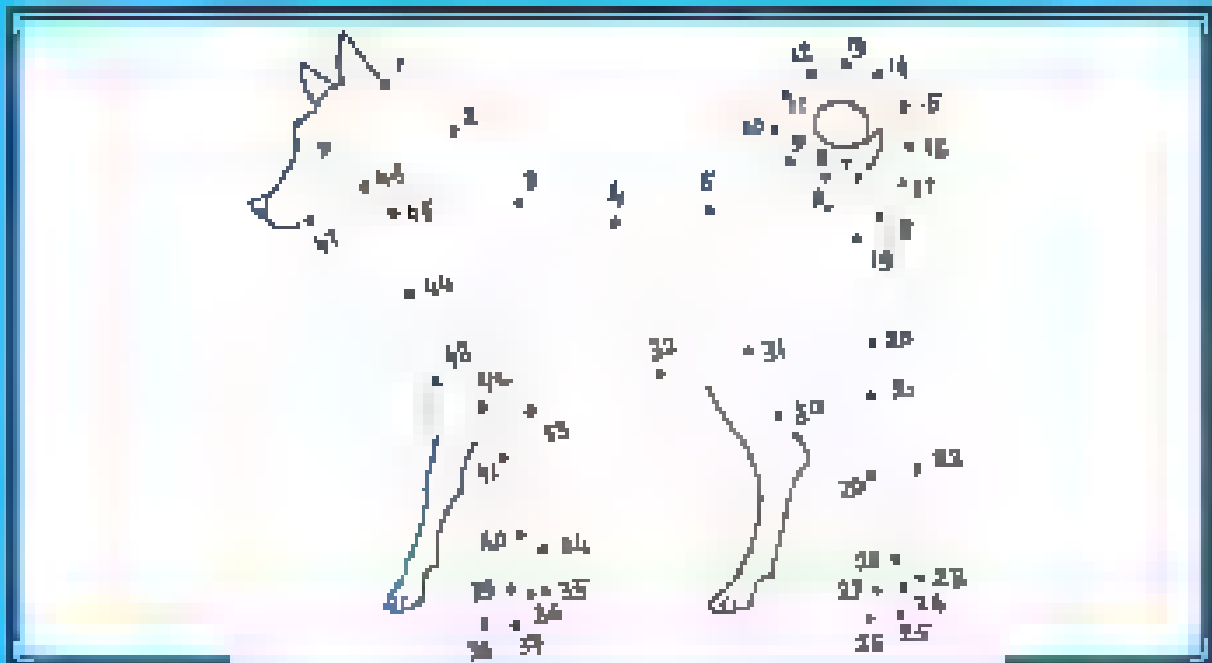
1. bmal ……………………
2. dik ……………………
3. kchic ……………………
4. ypupp ……………………
5. tajc ……………………
6. kcud ing ……………………
7. tloc ……………………
8. nlktet ……………………

Activity 8

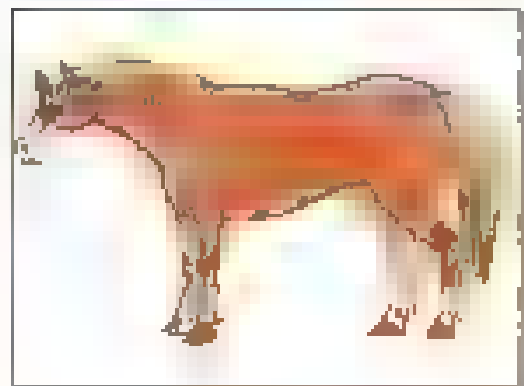
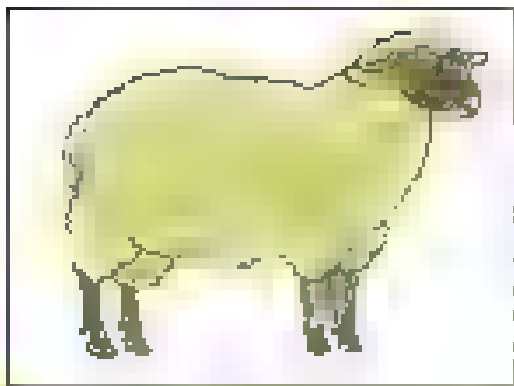
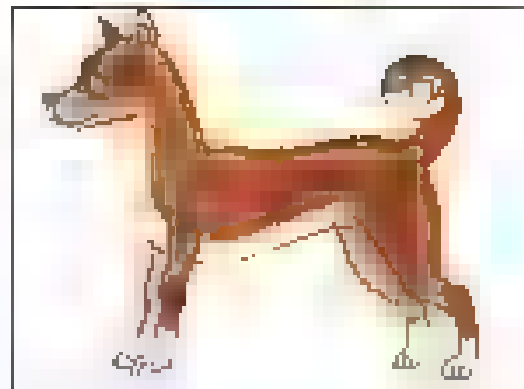
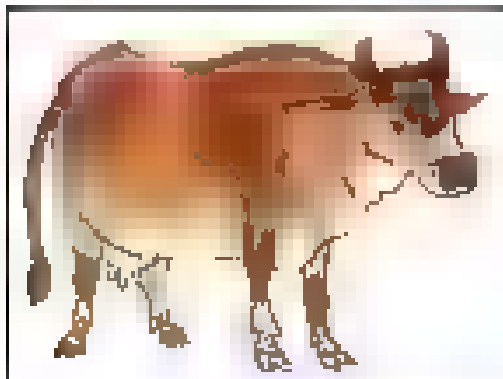
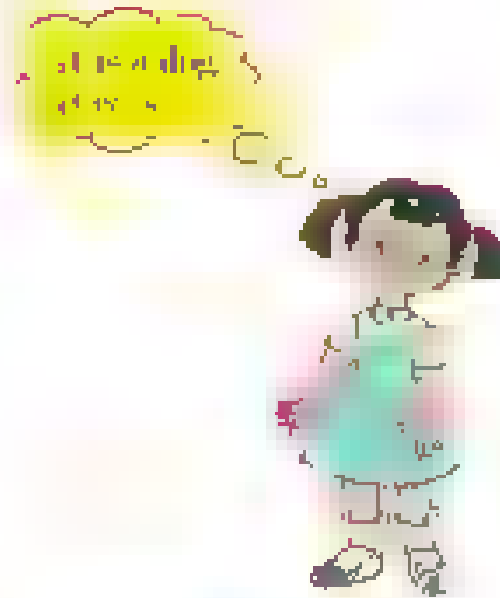
Complete the sentences with the appropriate sounds of animals. One is done for you:

1. A dog barks but a cat ……………………
2. A cow …………………… but a horse ……………………
3. A donkey …………………… but a sheep ……………………

Activity 9

Do you know who these animals are? Draw the animals by joining the dots. Colour them. Write down their names beside the pictures.

Let's talk

Let's look at the pictures of the animals. Now tell your friends...

- the name of the animal
- what it eats
- the sound it makes
- the name of its baby

It's rhyme time

Bow, wow, says the dog,

Mew, mew, says the cat,

Grunt, grunt, goes the hog,

And squeak goes the rat.

Tu-whu says the owl,

Caw, caw, says the crow,

Quack, quack, says the duck,

And what the sparrow says, you know!

Unit -II

Let's read again

The Wily Followers

Once a strong and big lion ruled over a large forest. He had three wily followers. They were the crow, the jackal and the tiger. They stayed with the lion king and praised him all the time. The lion used to go out for hunting. He used to hunt down an animal everyday and eat it. Then the followers would eat the leftovers.

One day, the followers of the lion saw a camel. They had never seen a camel before. The followers made friends with the camel. They invited him to meet the lion.

So, the camel came to the cave of the lion. The hump of the camel attracted even the lion. So he said, "Welcome, my friend, you can stay with us in this cave."

"Thank you, Your Majesty. I will forever be your faithful follower," said the camel.

The lion, the tiger, the jackal, the crow and the camel thus lived happily in the lion's cave.

One day the lion fell ill. He could no longer go out to hunt. The tiger, the jackal and the crow were too lazy to find food. So they all remained without food. They became weak and thin. Only the camel became fat. He ate grass, leaves and fruits. The hot summer could not make him weak.

wily	cunning
hump	a large lump on the back of an animal
Majesty	title used when speaking about a king
lazy	unwilling to work

Let's do.

Activity 10

Let's put [T] for true and [F] for false statements in the boxes:

1. The lion had four followers. ☐
2. The tiger, the crow and the jackal had never seen a camel before. ☐
3. The lion invited the camel to stay with them. ☐
4. The tiger, the camel and the jackal were lazy. ☐
5. The hot summer could not make the camel weak. ☐

Let's read again

The three wily friends were very angry. The crow said to the jackal, "This camel is fat and large. He can be our food for a week."

The jackal agreed. So did the tiger. Then the crow went to the lion and said, "Your Majesty, we cannot see you dying of hunger and weakness. We cannot find food for you. Please eat me."

The lion said, "Oh no. Dear crow, you served me for so many years. I cannot eat you."

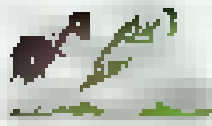
Then the jackal said, "Please eat me, your Majesty." But the lion refused.

Then the tiger said, "My life is yours. Please eat me." The lion refused again. The foolish camel thought he should make the same offer. So he said, "Your Majesty, please let me give my life to you."

The lion and the tiger immediately pounced on the camel. Then the four animals had a grand meal.

But the lion lost a faithful follower forever.

[Adapted from the stories of ***Hitopadesha***]

refused	did not accept
pounced	suddenly attacked

Let's do...

Activity 11

Let's answer the following questions:

1. Which animal was fat and large?

2. Which animals went to the lion?

3. Why did the lion refuse to eat the crow?

4. Who pounced on the camel?

5. Who were the wily followers?

Activity 12

Let's choose the right word and fill in the blanks:

1. Insects ________ (can/cannot) crawl on the wall.
2. Children ________ (can/cannot) walk on their heads.
3. A lion ________ (can/cannot) eat grass.
4. We ________ (can/cannot) walk on water.
5. ________ (can/cannot) write English.

Let's learn

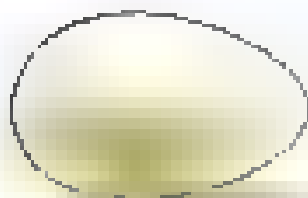
One and Many

Look at the pictures. Let's spot the changes.

a cat

two cats

a cow

three cows

an egg

many eggs

Activity 13

Now let's fill in the chart.

Activity 14

Let's underline the right answer

1. A cow has four [leg / legs]
2. A dog has one [tail /tails]
3. I have five [finger/fingers] in my left hand.
4. There are many [fruit/ fruits] in the basket.

Activity 15

The cards are not in order. Let's rearrange them to form meaningful sentences

Activity 16

Write five sentences about an animal you like the most. Use the hints mentioned below:

name of the animal

its food habit

the sound it makes

name of its babies.

your reason for loving it

Let's work together

Making a Mask

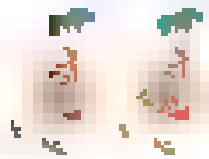
Things you need:

Art paper, crayons or colour pencils, string, scissors, glue

Method:

- Take a piece of art paper 8-10 inches long and 6-8 inches wide.
- Draw the face of any animal, such as a tiger, lion, camel or jackal.
- Colour the picture with crayons.
- Cut the eyes out.
- Take a 3 inch piece of art paper.
- Fold it into a conical shape.
- Fix it to the position of the animal's nose with glue.
- Make a hole at each end.
- Tie the two sides with a string.
- Your mask is now ready.
- Wear it and make the sound of the animal whose mask you have made.
- Discuss with your friends about the food habits of the animal whose mask you are wearing.

Lesson 2

Animal Meeting

On your mark.

- Look at the picture. Do you know the names of all these animals ?
- Where do you generally find these animals?
- Can you say a few words about each of these animals?

Let's read

Once upon a time, some wild animals decided to hold a meeting. Animals came from all over the world to attend this meeting. The lion came from Africa, the tiger from India and the polar bear from Siberia. Many other animals came from faraway countries. As the lion is the king of the beasts, he conducted the meeting.

Lion (roars): Welcome, dear friends. We are here to share our problems.

Tiger (roars): Hello! I am from India. In our country, men are destroying the forests. So we have nowhere to live.

A lion and its cub

Lioness (roars): How terrible!

Tigress (roars): Besides, men are also hunting deer. It is our main food. So it is difficult for us to find food nowadays.

Tiger (roars): Men are also killing us for our beautiful skin, our bones, claws and teeth. There is only a handful of tigers left in our forests.

Gorilla (gibbers): I am from the Congo basin. We also have a similar problem. Our rainforests are vanishing fast.

Polar Bear (growls): We have a different problem though.

A fox and its pup

Fox (barks): Tell us about it, Mr. Polar Bear.

Polar Bear (growls): The temperature of the earth is rising gradually. This is called global warming. It is our main problem.

Zebra (brays): But how does global warming affect you?

Polar Bear (growls) : It melts the ice. It makes the climate warmer. We cannot survive in such conditions.

A zebra and its foal

Giraffe : But who is responsible for this global warming?

Vulture (screams) : Who else but men!

Crocodile : Men also pollute water. Water pollution kills the fishes in the river. So we cannot find enough food.

Snake (hisses) : Men kill us out of fear. They think we are harmful.

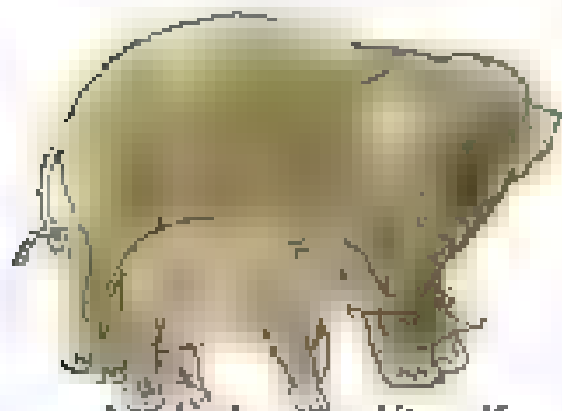
Deer : But your bite is poisonous. It can really kill a man.

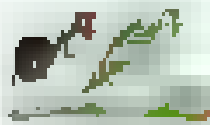
Snake (hisses) : But I only bite to protect myself. Besides, my poison is very valuable. Men use my poison for making medicines.

Elephant (trumpets) : So men are responsible for our problems!

A deer and its fawn

Lion (roars) : This earth is our home too. They must give us a chance to live in it.

All the animals together : O Lord! Give men good sense. Make them kind. Teach them to share the earth with us peacefully.

An elephant and its calf

conducted	led, guided
terrible	fearful
handful	a few
gradually	slowly
affect	influence
survive	to be alive

Let's do.

Activity - 1

Let's underline the correct alternatives.

a. The polar bear can live in moist/icy cold/hot conditions

b. The lion/tiger/elephant is the king of the beasts

c. The tiger lives in the forest/city/desert

d. Global warming is created by men/polar bears/vultures

e. The tallest animal of the group is the giraffe/deer/zebra

Activity - 2

Let's answer the following questions

a. Which animal is the common food of tigers ?

b. Where is the gorilla from ?

c. What causes the ice to melt?

d. Which animal is poisonous ?

e. Who is responsible for the problems of the animals ?

Activity - 3

Match the wild animals in column A with their babies in column B. One is done for you.

	A	B
a.	lion	→ cub
b.	elephant	foal
c.	deer	pup
d.	fox	fawn
e.	zebra	calf

Activity - 4

Fill in the blanks with the sounds made by each of the animals. Use the words given in the help box.

a. A lion ____________

b. A bear ____________

c. A fox ____________

d. An elephant ____________

e. A snake ____________

f. A vulture ____________

Help Box

screams
howls
roars
growls
trumpets
hisses

Let's learn.

Male	Female
stag (deer)	hind
bull elephant	cow elephant
tiger	tigress
fox	vixen
boar (wild pig)	sow
horse	mare

Let's talk.

Ask your friend

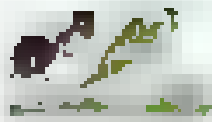
a. What is a female horse called ?

b. What is a male elephant called ?

c. What is a female tiger called ?

d. What is a male deer called ?

e. What is a female fox called ?

f. What is a male wild pig called ?

Let's do ...

Activity 5

Look at the picture of a lion and a tiger. Write three sentences each about these animals. You may use the following words

mane, stripes, colour, paws, tail, roar, powerful

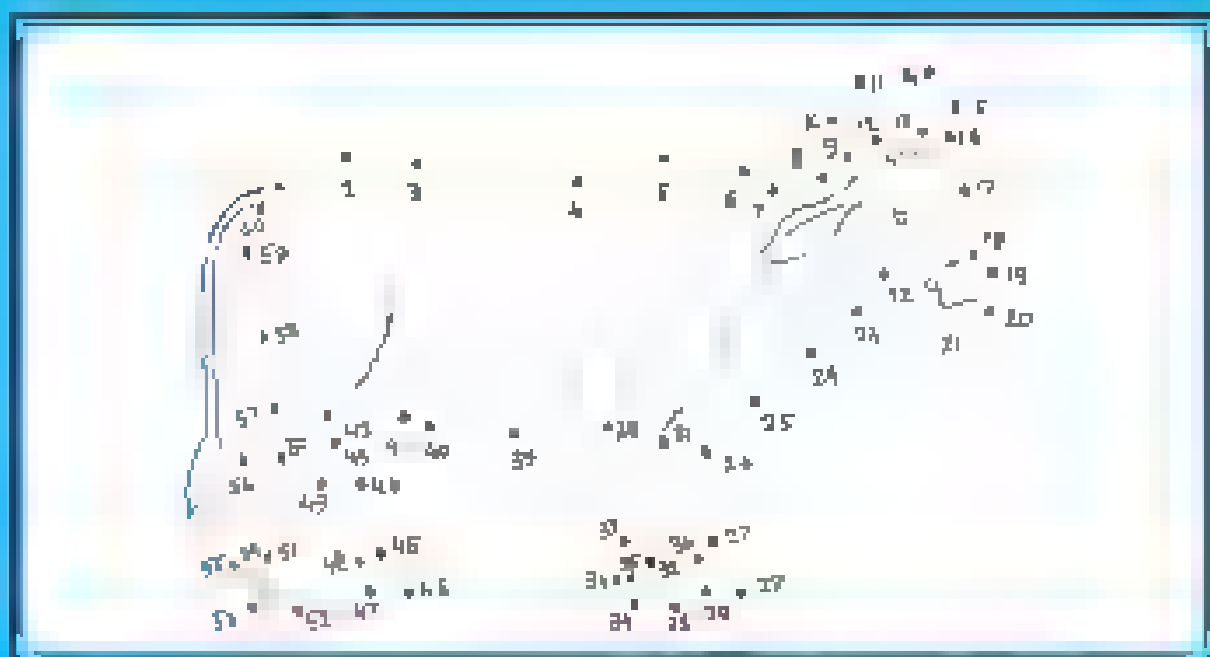
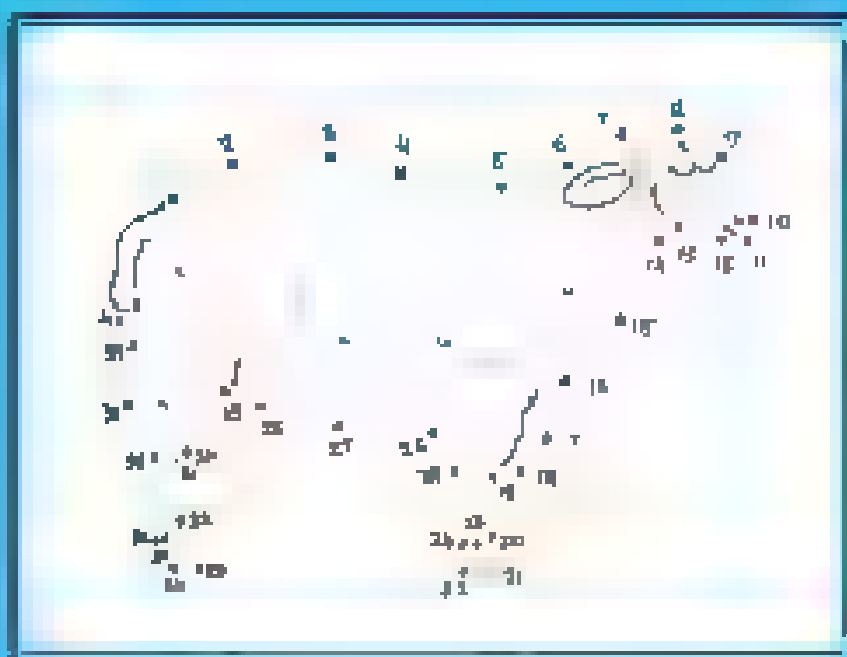
The lion is the king of animals. It is very powerful. It has

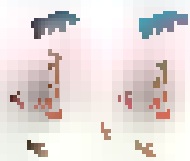
The tiger is a wild animal. It

Let's work together ...

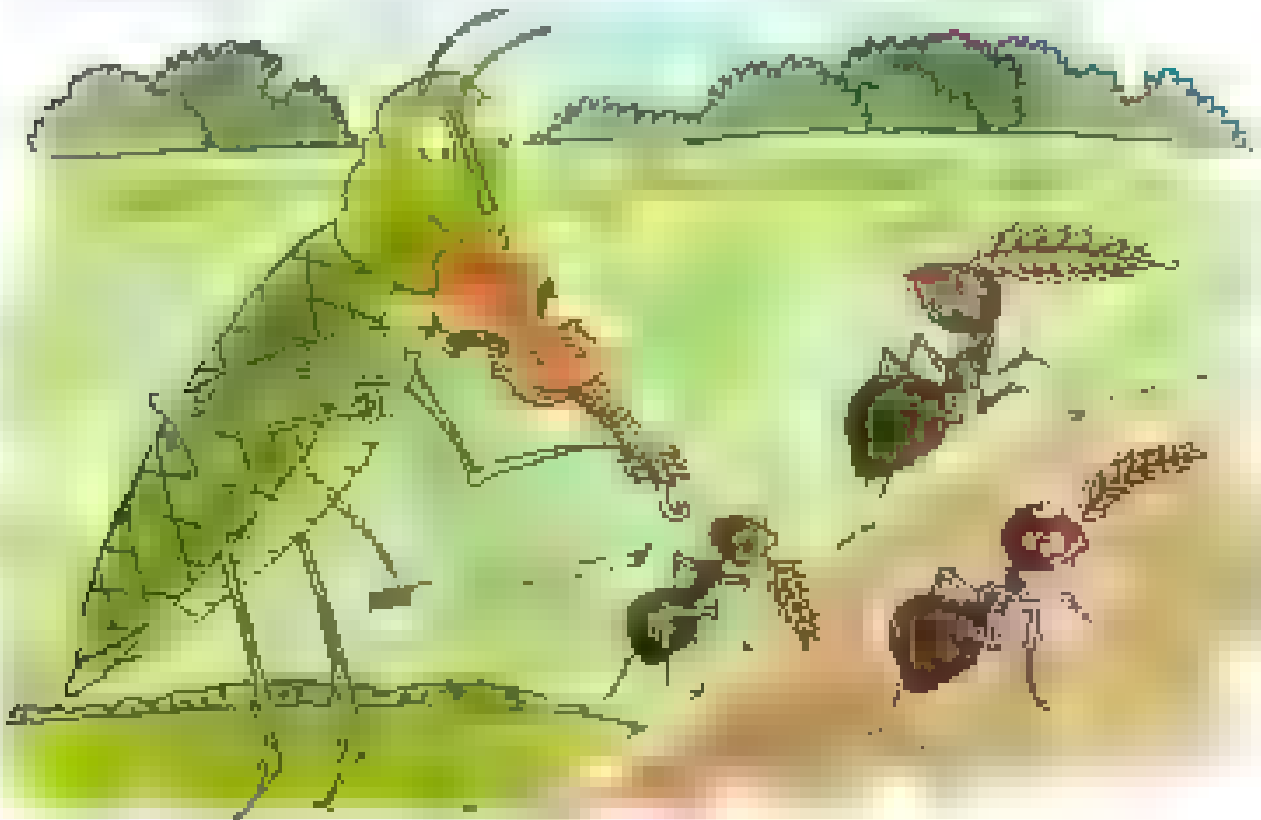
Things you need

- wax crayons
- colour pencils
- marker pen

Draw a sheep and a cow by joining the dots on page 43. Colour the animals. Label the body parts of the animals.

Lesson 3

The Grasshopper and the Ants

On your mark

Look at the picture.

- What creatures do you see here ?
- Where do you find them ?
- How many ants are there in the picture ?
- What is the grasshopper doing ?

Unit 1

Let's read

One summer's day, a grasshopper was hopping about in a field. He was chirping and singing merrily. A group of ants walked past him. They carried plump seeds of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third seed I am carrying today."

"Why are you working so hard? Why don't you come and sing with me?" said the grasshopper.

"We are helping to store food for winter. You should also do the same," said the ant.

"Winter is far away.

It is a lovely day to play,"

sang the grasshopper.

But the ants went on their way. They continued with their hard work.

The weather soon turned cold. A thick white blanket of snow covered all the food lying in the field. The grasshopper could not find any food.

He went to the ants' hill. He saw that the ants had stored enough food for winter. He begged them for something to eat.

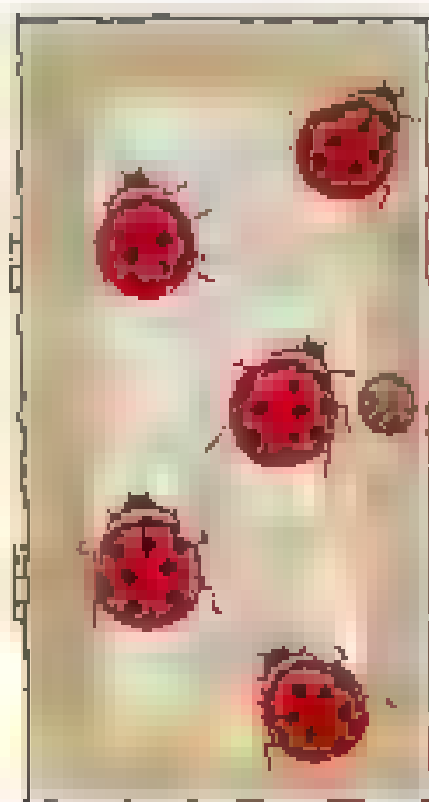
"What!" cried the ants in surprise, "Haven't you stored anything for the winter? What were you doing all summer?"

"I didn't have time to store any food," said the grasshopper. "I was so busy playing music."

The ants shook their heads in disgust. They turned their backs on the grasshopper and went on with their work.

*(Adapted from **Aesop's Fables**)*

Word Power

hopping	jumping
plump	fleshy
blanket	cover

ACTIVITY 1

Let's underline the correct answer

a. The grasshopper was hopping about in a (1) summer's (2) winter's (3) autumn day

b. The ants carried (1) fruits (2) corn (3) leaves.

c. In winter the weather turned (1) hot (2) cold (3) wet

d. Snow is (1) white (2) green (3) brown.

e. The grasshopper spent the summer (1) playing music (2) begging (3) working

ACTIVITY 2

Let's match column A with column B to make meaningful words:

A	B
Grass	ter
Win	sic
Bran	prise
Sur	hopper
Mu	ket

ACTIVITY 3

Let's fill in the blanks with the red-coloured describing words in the story

a. The bag is very ____________

b. The grasshopper was ____________ playing music

c. In winter we use a ____________ blanket

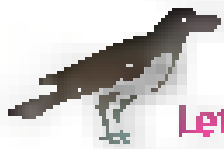
d. Ice is ____________

e. She has a ____________ smile

ACTIVITY 4

Let's arrange the following words in alphabetical order

summer, winter, weather, hill, ant, cold, busy, music, field, snow

1 ant
2
3.
4.
5
6
7
8
9
10

Let's talk

Ask your friend:

a. Which insect can bite?

b. Which insect can fly?

c. Which insect lives in a group?

d. Which insect is green in colour?

e. Which insect moves in a row?

Let's read

Unit - II

The Amazing World of Insects

We find insects everywhere – in the gardens, houses and trees. They are also present beneath the soil, in air and in water. Some insects live in shelters of their own. Honeybees build beehives and live in them. They also store honey there.

Insects feed on a number of things. Some insects even eat other insects or dead animals. Some insects, like ants, also eat leaves of plants.

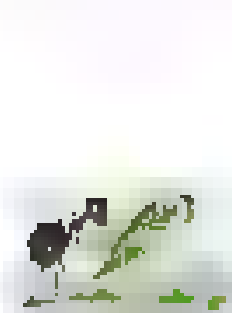
A butterfly is the most beautiful insect. It has bright, colourful wings. It sucks nectar from flowers.

Mosquito is a harmful insect. It sucks blood from animals and human beings. Some mosquitoes also spread malaria.

The housefly is another harmful insect. It spreads diseases like typhoid, cholera and dysentery.

The glow-worm is an insect that glows brightly. Its glow can be seen clearly in the darkness. That is why it is different from other insects.

The grasshopper can jump for short distances. It makes a strange sound by rubbing the row of pegs on its back leg.

Most insects have wings. Again, some insects have tentacles, stings and claws.

glow	- light from an object
strange	uncommon
tentacles	long, thin part of the body of some insects.

Let's do.

ACTIVITY 5

Have you ever seen these insects? Identify the insects with the help of their names given below:

honeybee, wasp, bedbug, cricket, cockroach, dragonfly

It's rhyme time

Incy Wincy Spider

Climbed up the water spout

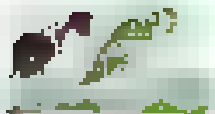
Down came the rain

And washed the spider out

Out came the sun

And dried up all the rain,

So Incy Wincy Spider

Climbed up the spout again

Let's do

ACTIVITY 6

a. I live with my friends in a hive. I store honey. Who am I?

____

b. I work very hard. I store food for the future. Who am I?

c. I suck the blood of animals. I spread malaria. Who am I?

____

d. I am very small. I glow brightly in the darkness. Who am I?

____

e. I have colourful wings. I suck nectar from flowers. Who am I?

____

ACTIVITY 7

Let's write four sentences about a wasp with the help of the following words.

common, yellow, sharp sting, four wings, buzzing sound, wasp hive

You may begin like this. The wasp is a common insect. It is yellow in colour. It has _______________

____

____

____

____

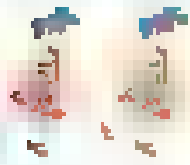
____

Let's work together.

Make a list of all the insects you see around you.

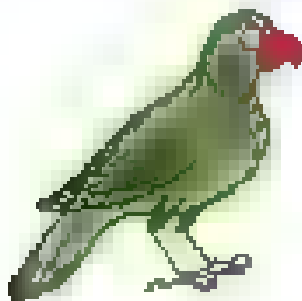
Prepare a poster with the pictures of all the insects in your list.

Lesson 4

Know Your Birds

On your mark..

Let's talk .

Ask your partner

- Who can fly in the sky ?

- Who has feathers ?

- Who has a beak?

Let's read

The Peacock and the Crane

Once upon a time, a peacock **lived** in a forest beside a lake. He was very proud of his beauty. Every day he **used** to go to the lake. There he **looked** at

his own reflection in the water. "Oh! What a beautiful bird am I! My feathers and wings are so beautiful!" he used to say to himself.

One day, a crane **came** to live by the lake. The peacock **saw** the crane. He murmured, "A new visitor is here to stay. I must go and introduce myself to him." So, the peacock **walked** to the lake. The crane was busy there. He was catching fish for lunch.

The proud peacock **spread** out his colourful feathers for display. Then he **said** to the crane, "Hello, Mr Crane! Welcome to the forest. I am your neighbour."

"Thank you so much, Mr Peacock," the crane **said**.

The peacock then mocked at the crane. "Why do you have such colourless feathers? You look so ordinary!"

The crane **replied**, "Yes, I don't have beautiful feathers and wings like yours. But I can fly across the lake with the help of my wings. Can your feathers help you to fly?" There was no reply from the peacock. He **felt** ashamed and **went** away.

murmured	said in a very low voice
introduce	make known
neighbour	someone living next door
mocked	made fun of

Let's do..

Activity 1

Put [T] for true and [F] for false statements in the given boxes. One is done for you:

1. The crane was catching frogs for lunch. [F]
2. The peacock lived by the side of a river [ ]
3. The feathers of the crane were colourless [ ]
4. The peacock was sorry for his beauty [ ]
5. The crane came to live by the lake [ ]
6. The peacock felt ashamed at last [ ]

Activity 2

Fill in the blanks with the words in the help box. One is done for you.

1. The peacock felt very proud of his beauty.
2. The peacock ________ in a forest
3. The crane ________ him a good lesson.
4. The peacock ________ at the crane
5. The peacock ________ away ashamed
6. The peacock ________ a crane in the lake by chance

Help box

lived
felt
met
mocked
taught
went

Activity 3

Now look again at the sentences in Activity 2. Put them in correct order to frame a story:

1. The peacock lived in a forest
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. The peacock went away ashamed.

Activity 4

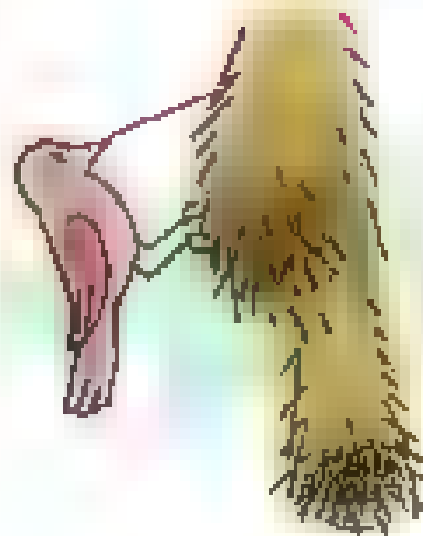
A. In the text you will find some underlined words. Some of them end with '-ed' and some of them end without '-ed'. Make a list of them. One is done for you:

Words ending with '-ed'	Words ending without '-ed'
1. looked	1. came
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

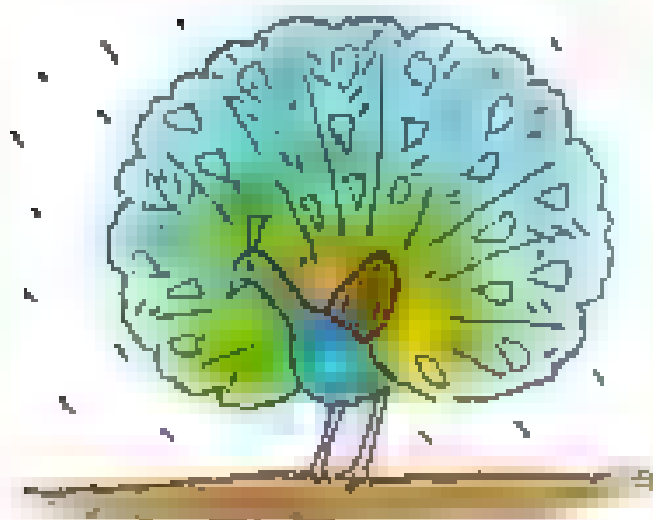
B. Write six words of your own. Remember, the words should end with '-ed'. One has been done for you

1. helped
2.
3.
4.
5.
6.

Let's learn

A weaver bird can weave a nest.

An owl can see at night.

A vulture can fly very high in the sky.

A cuckoo can sing sweet notes.

A peacock can dance in the rain.

A hen can lay eggs.

Let's do...

Activity 5

Look at the chart below. Work in groups. Frame as many sentences as you can. One has been done for you

I We Sabina Sabina's friends	can	dance well. do the work. sing a song help him.

I can dance well

Activity 6

Dimpy's friend is waiting for her in the pond. Let's join the dots from a to z, to know who she is.

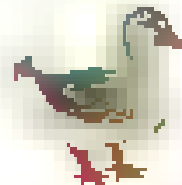
Let's learn

Let's know how each bird cries

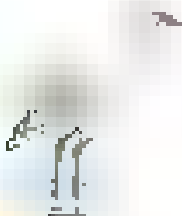
Owls hoot   Crows caw   Ducks quack

Parrots talk   Sparrows chirp   Cocks crow   Pigeons coo

Let's read

am an eagle
eat snake hare
squirrel and fish.

I am a duck
I eat tiny water-
plants and animals.

am a bulbul
eat berries and insects.

am a hornbill.
I eat lizard, fruits and
small insects

am an egret
eat fish

I am a mynah.
eat fruits, grains
and grasshoppers.

Let's do...

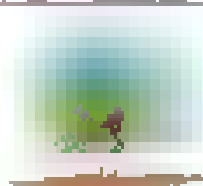
Activity 7

Let's tick (✓) the correct answer

1. A duck eats (a) tiny water animals ☐ (b) fruits ☐
2. An egret eats (a) hares ☐ (b) fish ☐
3. A hornbill eats (a) lizards ☐ (b) water plants ☐
4. An eagle eats (a) hares ☐ (b) fruits ☐
5. A mynah eats (a) grasshoppers ☐ (b) snakes ☐
6. A bulbul eats (a) squirrels ☐ (b) insects ☐

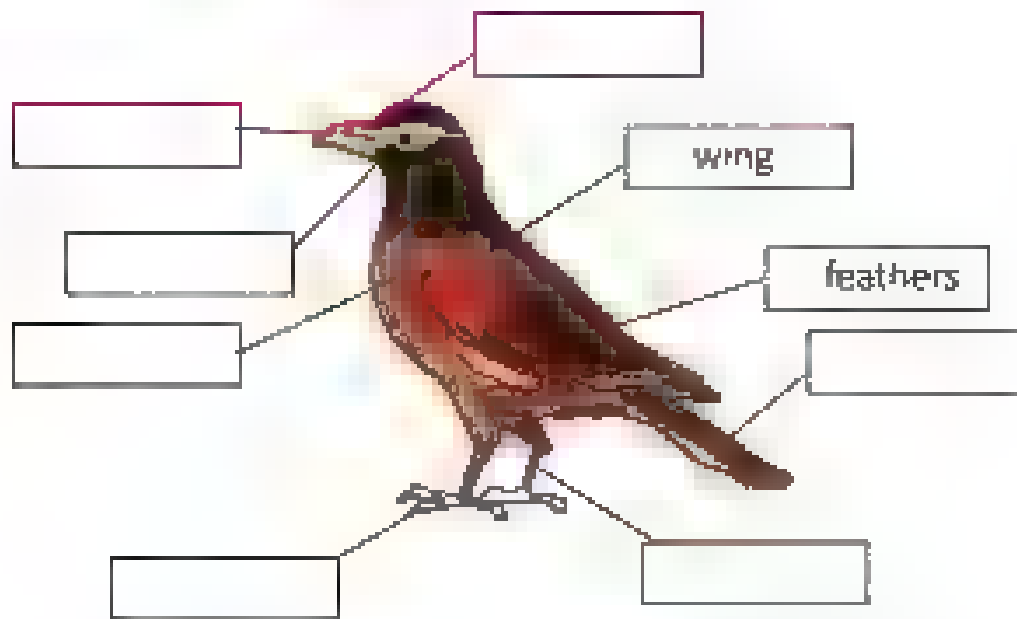
Activity 8

Let's find the names of these birds from the help box

________	________	________
________	________	

Help box

peacock
parrot
crow
owl
sparrow

Activity 9

Label the body parts of a bird using the help box:

Body parts of a bird

Help box

beak head eyes tail throat wing claw feathers leg

Activity 10

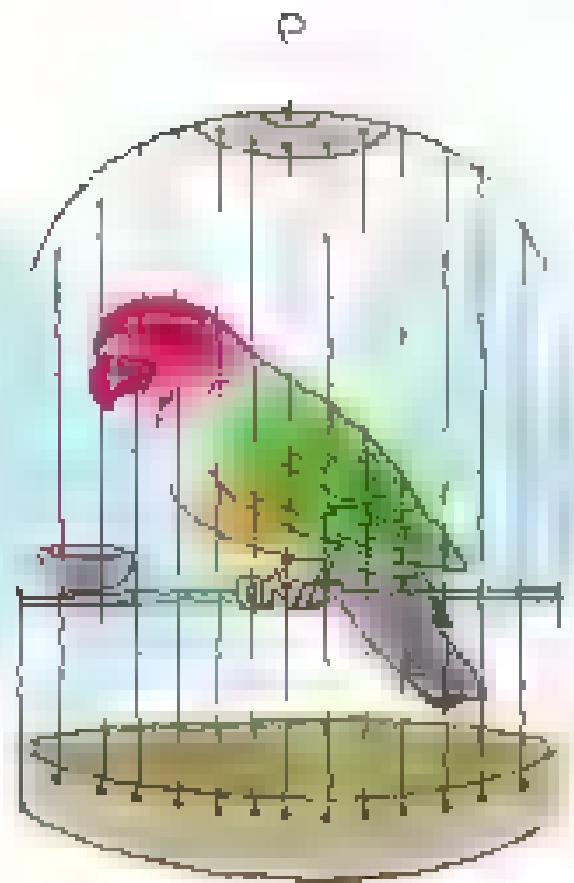
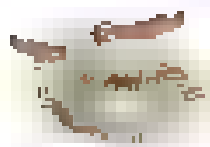
Match and write five sentences about birds. One is done for you

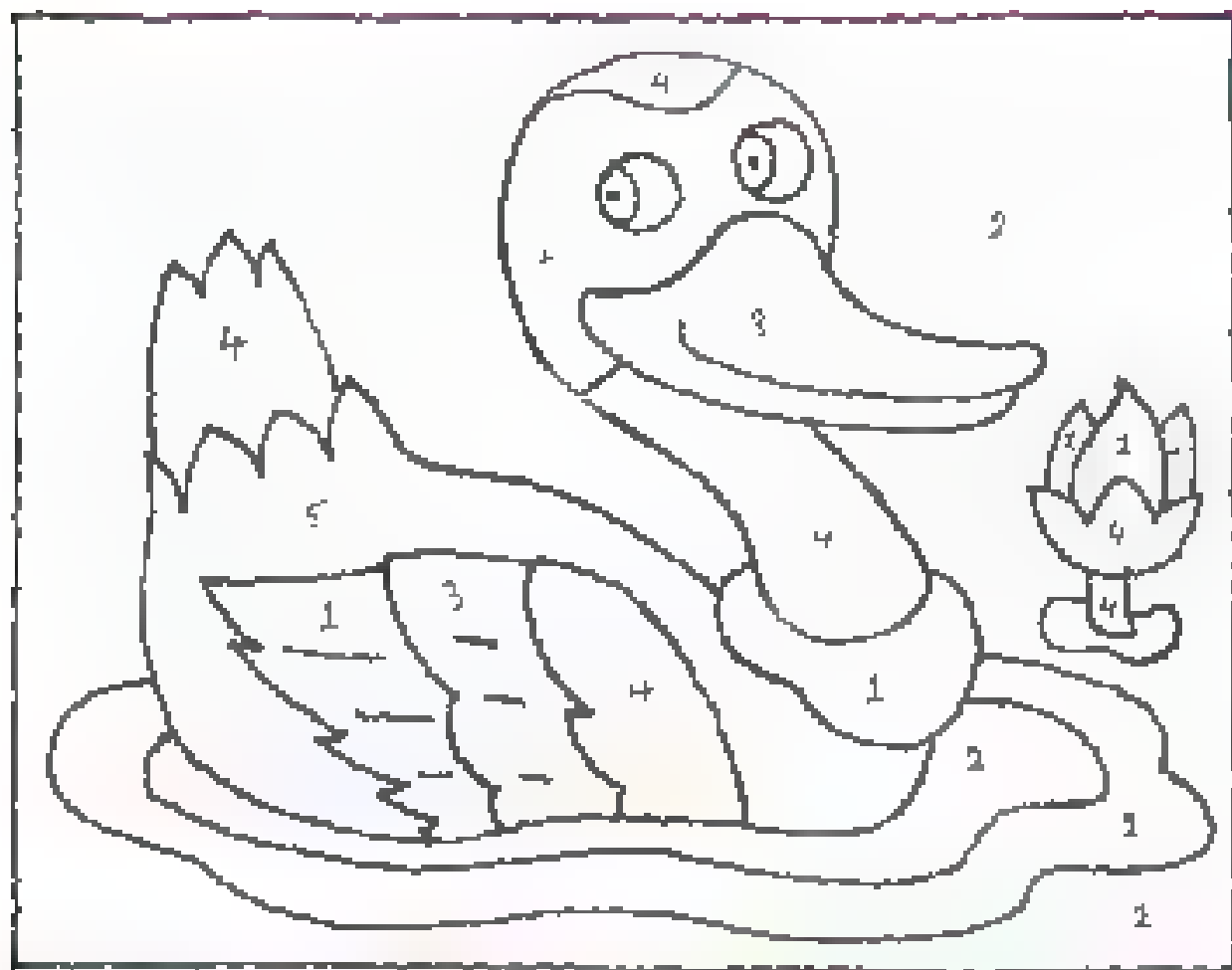
Birds	sing lay eat build carry	eggs. sweet notes nests. seeds of a tree from one place to another harmful worms and save corn

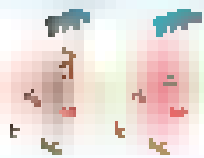
1. Birds build nests,
2.
3.
4.
5.

It's rhyme time

The Bird in the Cage

Bird in the cage,
Bird in the cage,
Will you fly away
On a warm sunny day ?
Bird in the cage,
Bird in the cage,
wil break your bars,
And we fly to the stars

Let's work together

Colour the picture according to the given numbers. Follow the colour code.

Colour Code

Lesson 5

Water

On your mark.

Let's look at the picture

Let's talk

Now ask your friend

- What do you see in the picture ?
- What is the girl doing ?
- Do you drink water after taking food ?
- Where do you get water from ?
- Why do we need water ?

Let's read

At the Breakfast Table

Mother Good morning, Ruby.

Ruby Good morning, mother.

Mother Today is Sunday, but you're looking very sad. Any trouble, dear ?

Ruby You're right. I'm very unhappy.

Mother What's the problem, child ?

Ruby Last night I had a bad dream. I am still feeling afraid.

Mother But why? What was the dream?

Ruby Well, I dreamt I was walking on the road and was feeling very thirsty. But there wasn't a single drop of water anywhere.

Mother Not a tap, tube well, well or pond nearby ? As you know, we get water from all of these.

Ruby No mother, even the rivers and seas were without water.

Mother That is strange ! We get water from so many sources, yet you saw such scarcity ?

Ruby What are these sources ?

Mother The main sources of water are rain and snow. Water from rain and snow fills rivers and ponds. Some of the rainwater goes underground.

Ruby How do we get that water ?

Mother With the help of wells or tube wells.

Ruby Suppose, mother, if all the rivers, lakes, ponds and wells go dry what will happen then ?

Mother Then we won't survive. All animals and plants need water to live. We drink water and wash, bathe and clean things with it.

Ruby You are right — I take my bath, wash my hands and clean my dolls with water.

Mother Not only you, but everybody needs water. Farmers need water to grow crops. Many animals and plants live in water.

Ruby So many uses of water !

Mother Hold on! Electricity is also generated from water. Water even helps to put out fire. So, you see, water is very important in our lives.

Ruby If that is so, why did the teacher say that we pollute water in many ways?

Mother Chemicals from factories, garbage and other waste products produced by man pollute water.

Ruby So, water is wasted.

Mother Right. Pollution and wastage of water must be stopped.

Ruby But if we cannot stop it ?

Mother Then, a world without water.

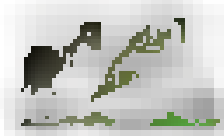
Ruby That would really be terrible, mother.

Mother Yes, if we cut down trees thoughtlessly, one day there will be no rain. The world will become a land without water. So, shall we pollute and waste water ? Shall we cut down trees ?

Ruby No, mother. We shall keep the water clean and plant trees to welcome rain. Mother, look! It's raining outside. Thank God, my dream will never be true.

Mother That's great! Now have your breakfast and enjoy watching the rain.

Ruby Thank you, mother.

scarcity	shortage
garbage	dirty waste products that are thrown out
pollute	to make the water, air or soil dirty with harmful things.

Let's do...

Activity 1

We use water for many purposes. Let's make a list of these

2.
3.
4.
5.

Activity 2

Which among these do not need water to exist ? Circle them.

(a) doll
(b) tree
(c) bottle
(d) man
(e) dog
(f) table
(g) fish
(h) bird

Let's talk

Tell your friends how water is used in ways other than drinking.

Activity 3

Let's rearrange the jumbled letters to make meaningful words

1) hawsw — w...
2) ertaw —
3) dpon —
4) habet
5) erte —

Activity 4

Let's fill in the blanks with the words formed in Activity 3

1) ______________ is life for us.
2) We ______________ our clothes with water
3) We can get water from ______________
4) ______________ welcomes rain.
5) Everyday we ______________ with water

Activity 5

Match Table A with Table B. One is done for you

Table A	Table B
a) tree	1) chemicals
b) farmer	2) pollution
c) factory	3) rain
d) snow	4) crop
e) garbage	5) mountain

Activity 6

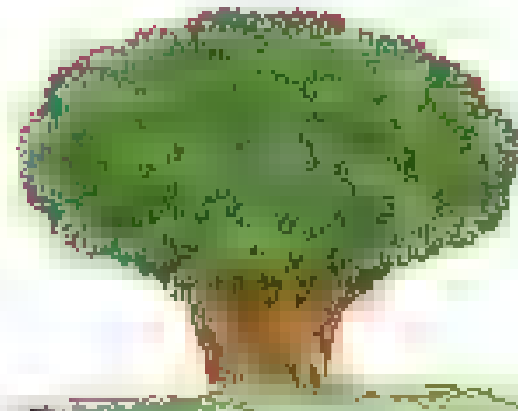
Pick the odd one out and circle it with a colour pencil

1. lake, river, pump, pond
2. cloud, sky, sun, grass
3. man, girl, child, tree
4. drinking, washing, playing, bathing
5. fire, snow, mountain, ice

Activity 7

Here is a list of natural objects. Put a tick mark [✓] beside those that you have seen.

1) A tree
2) A mountain
3) Cloud
4) A well
5) A paddy field
6) A river
7) A pond

In your exercise book, draw a picture of each of the natural objects beside which you have put a tick. Write one sentence for each picture that you have drawn. One is done for you

A tree is man's best friend

Free
Pure
Natural
Healthy
Simple

Activity 8

Let's select the words from the previous page and fill in the blanks

1. It is good to drink ________________ water.
2. Rain in June is a ________________ event.
3. Mr. Roy is a .... man.
4. We must have some ....habits.
5. We live in a .... country.

Let's learn

Let's look at the following sentences

1. Water flows. (flow)
2. The boy walks on the road. (walk)
3. The bird sings. (sing)

In the above sentences 's' is added to the words in brackets because the naming word is singular (or one) in number.

Let's do.

Activity 9

Let's fill in the blanks with the words in brackets

1. He ____________ the book on the table. (put)
2. She ____________ at the picture. (look)
3. Bobby ____________ his breakfast at 7 a.m. (take)
4. Bidisha ____________ to eat mangoes. (like)
5. The boy ____________ very fast. (run)

Activity 10

Here is a list of words. Study them.

garbage, pollution, waste, factories, chemicals, diseases, dirty, drains, river, man

With the help of the above words write four sentences on how water is polluted. One is done for you.

1 Water is polluted by chemicals from factories.

2 ____________________

3 ____________________

4 ____________________

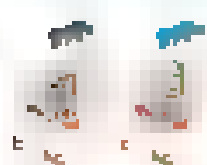
5 ____________________

Let's work together..

We get water from different sources. Let's make a list of sources of water.

Draw a picture of any two sources of water.

Lesson 6

The World Under Water

On your mark..

Can you name some fishes ?

Where do fishes live ?

What do they eat ? Discuss with your friends.

Come, let us read a story about fishes.

Let's read

Unit-I

The Three Fishes

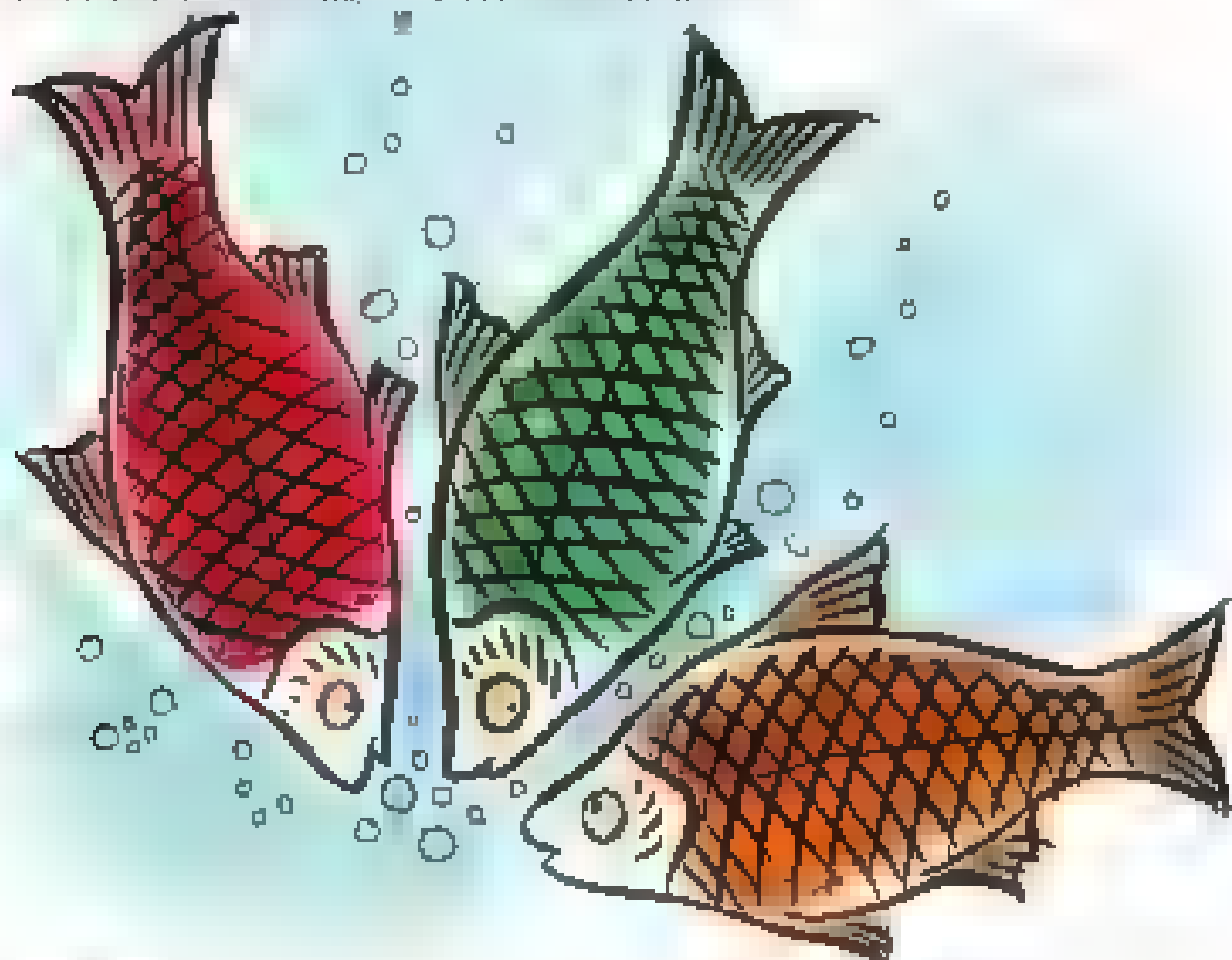
Once upon a time, three fishes lived in a lake. They were very close friends. All three of them were very different from one another.

The first one believed in fate. He thought what had to happen would happen. The second one was intelligent. He thought he knew how to solve a problem with his intelligence. The third one was the wise one. He thought long before taking any action.

One day, the Wise Fish was playing in water. He overheard one fisherman talking to another.

"Look at that one! What a big fish ! This lake is full of big fishes. Let us come tomorrow and catch them."

The Wise Fish hurriedly swam to his friends to tell the news.

"Let's leave this lake before those fishermen come back. A canal I know can take us to another lake," the Wise Fish said.

The Intelligent Fish said, "I know what to do if the fishermen come and catch me."

The Fish who believed in fate said, "Whatever is to happen will happen. I was born in this lake and I am not going to leave it."

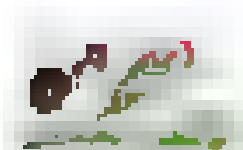
The Wise Fish did not want to risk his life. So he swam through the canal and went to the other lake.

The fishermen came back the next morning. They cast their net. The two friends who stayed back were caught. There were many other fishes in the net. The Intelligent Fish thought of a way to escape. He acted as if he were

dead. The fisherman threw him back into the lake. But the other fish, who believed in fate, was still jumping in the net. The fisherman struck him dead.

(Adapted from ***Tales from Panchatantra***)

Let's talk

Did you like the story ? Discuss in groups. Tell the class what you would do if you were one of the fishes.

Let's do...

Activity 1

Let's choose the right answer and complete the sentences

1. The fish that overheard a fisherman talking was

   (a) the Wise Fish

   (b) the Intelligent Fish

   (c) the Fish who believed in fate

2. The fish that wanted to leave the lake was

   (a) the Fish who believed in fate

   (b) the Intelligent Fish

   (c) the Wise Fish

3. The fish that the fisherman threw back into the lake was

   (a) the Wise Fish

   (b) the Intelligent Fish

   (c) the Fish who believed in fate

Activity 2

Let's answer the following questions

1. What did the first fish believe in?
2. What did the Wise Fish overhear?
3. How did the Intelligent Fish save himself?

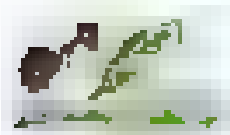
Let's learn

Some words in the story are in red colour. They all end in -d or -ed

Believed overheard acted

These words show that the event happened some time ago.

For example

Now	Then
believe	believed
overhear	overheard
act	acted

Let's do.

Activity 3

Let's fill in the blank with words ending in -d or -ed:

Now	Then
turn	
jump	
ask	
smile	

It's rhyme time

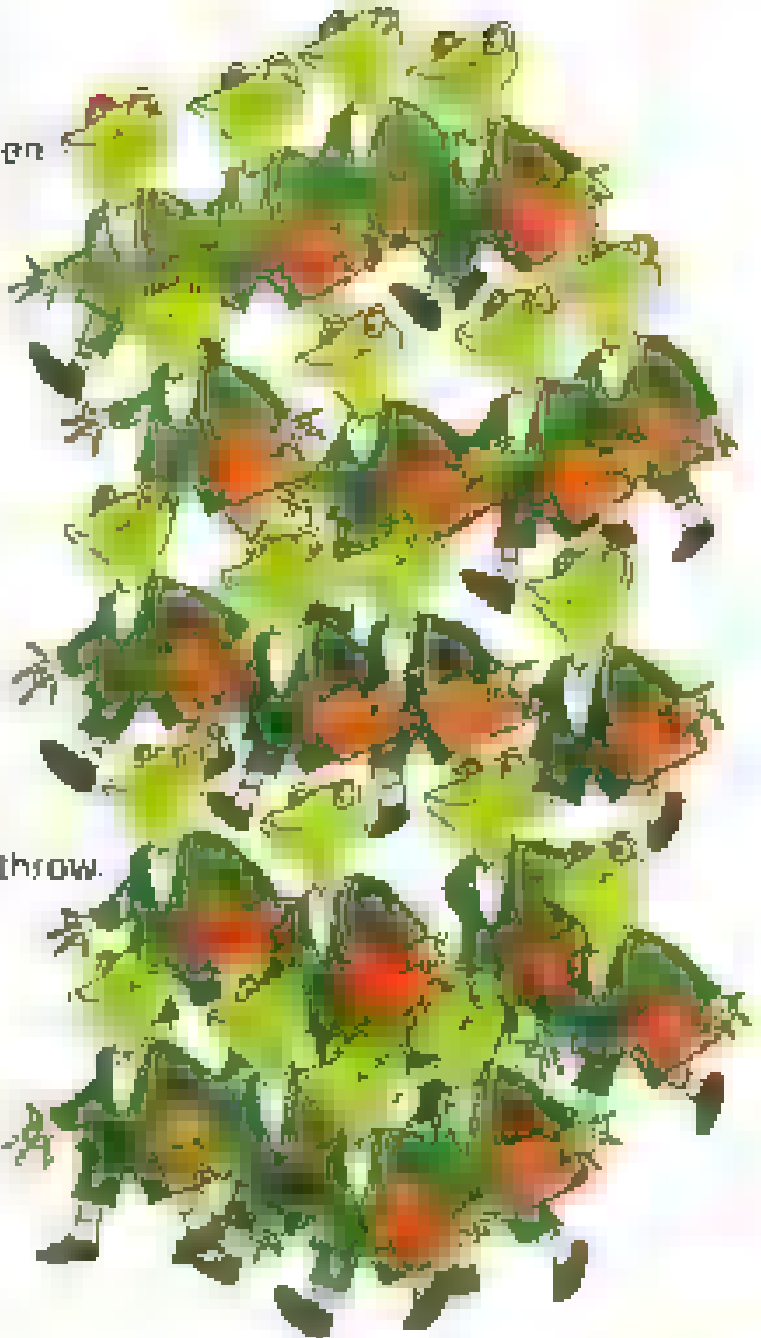
Twenty Frogs

Twenty froggies went to school
Down beside the rushing pool
Twenty coats all pressed and green
Twenty vests all white and clean

We must be in time, said they
First we study then we play
That is how we learn the rule
As we froggies go to school.

Master bullfrog brave and stern
Taught us each all in our turn,
Taught us how to leap and dive
Also how to nobly strive
Taught us how to dodge below
From the sticks which bad boys throw.

Twenty froggies grew up fast
Big frogs they became at last
Polished to a high degree
As each froggie ought to be

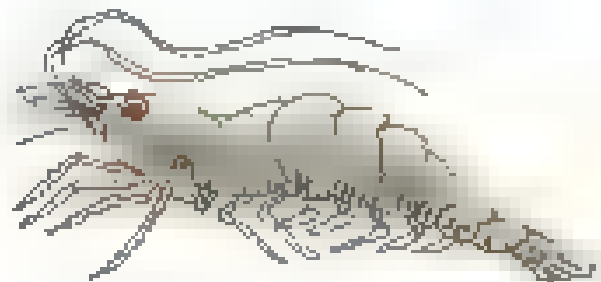
Now they sit on other logs
Teaching other little frogs

Let's read:

Unit 1

Aquatic Animals

Hamid studies in class I. His father is a fisherman. Sometimes Hamid goes out with his father to catch fish. Hamid loves to eat fish. Fishes live in water. They are aquatic animals. They can breathe in water with their gills. But when we take them out of water they die. A fish moves very easily in water. The tail of a fish is hard. The fish changes its direction with its tail.

There are various types of fishes. Some live in fresh water while others live in saline water. Fishes like hilsa and pomfret live in saline water. They migrate to sweet water to lay eggs. Other fishes like koi, katla live in ponds and lakes. Hamid knows that many of his friends keep fish as pets. Fishes live on worms, but some fishes eat other small fishes. Fishes are very helpful to us. A fish called guppy eats the larva of mosquitoes.

Prawns also live in water. Prawns are not fish. They are insects. They can also swim very fast. The body of a prawn is covered with a soft shell. A prawn has no backbone. Hamid's father told him that the prawn's body has three parts: the head, the thorax and the abdomen. The head has an antenna and two eyes. The middle part is called the thorax. Prawns have jointed legs. The lower part of the body is the abdomen.

One day Hamid's father found a crab in the net. Hamid saw that the crab has pincers. It can pinch with pincers. His father told him that there are no bones

in a crab's jointed legs. Hamid saw that the jointed legs have hard outer covers.

When the rains came Hamid heard the croaking of frogs. One day a frog came into their house. Hamid caught the frog. The frog was looking at him with its big red eyes. Hamid saw that the skin of the frog was rough and moist. Its hind legs are always folded. His father told him that the folded legs help the frog to jump. The front legs are small. He also saw that the frog has toes like him, but the toes are joined with skin.

Hamid's father said that the webbed feet help it to swim. It lives in water and also on land. Hamid tried to give some food to the frog. His father laughed, as a frog would only eat insects. Its folded tongue would easily catch a fly or an insect. Hamid let the frog go. He decided not to throw stones at the frogs ever again.

aquatic	living in water
gill	breathing organ of fish
saline	salty
antenna	a type of sensor or feeler
croaking	: the sound produced by frogs
moist	wet or damp
webbed	toes joined by a thin layer of skin

Let's do...

Activity 4

Let's put tick [√] marks and cross [x] marks in the boxes according to the information given in the text

	Has scales	Lives in water	Eats worm	Has bones
Fish				
Prawn				
Crab				
Frog				

Activity 5

Let's complete the following sentences

1. Fishes breathe in water with the help of ____________
2. Three main parts of a prawn's body are head, ________ and ________
3. The head of a prawn has ______ and ________
4. The crab pinches with its ________
5. The skin of a frog is ______ and ______

Activity 6

Use words from the help box and write four sentences about fish. You may begin like this

Fishes live in water. They

Help Box

fins, gills, scales, tail
eyes, water, worms

Let's work together

A. Draw the picture of a fish you like.

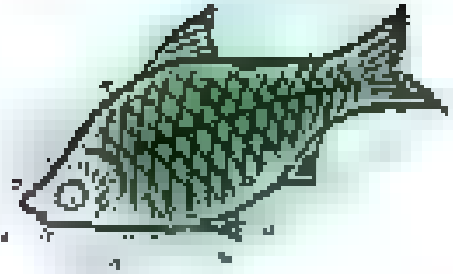
Colour the fish.

Now paste a piece of cardboard behind the fish.

Take some glitter.

Add glue and paste it on the eye of the fish.

Your fish is now ready.

Show it to your class. Talk about the different kinds of fishes you have seen.

B. Let's make a model.

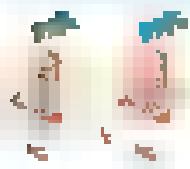
Things you need

soft clay, brush, water colour, two little black beads

Method

1. Soften the clay.
2. Press it from two sides to form the body of the frog.
3. Make two front legs.
4. Place the two beads in the position of eyes.
5. Colour the frog.
6. Show the model to your friend and talk about the habits of frogs.

Lesson 7

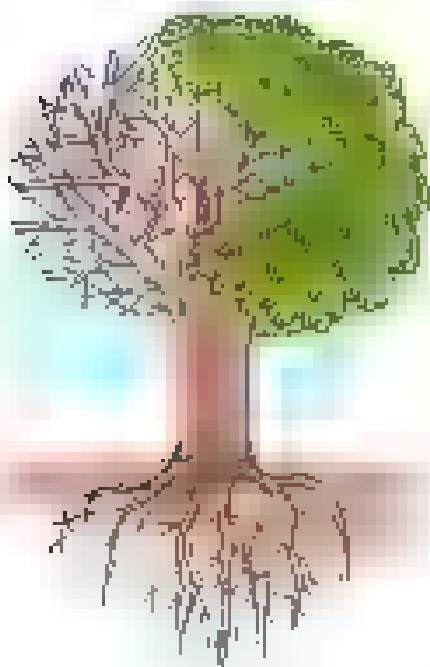
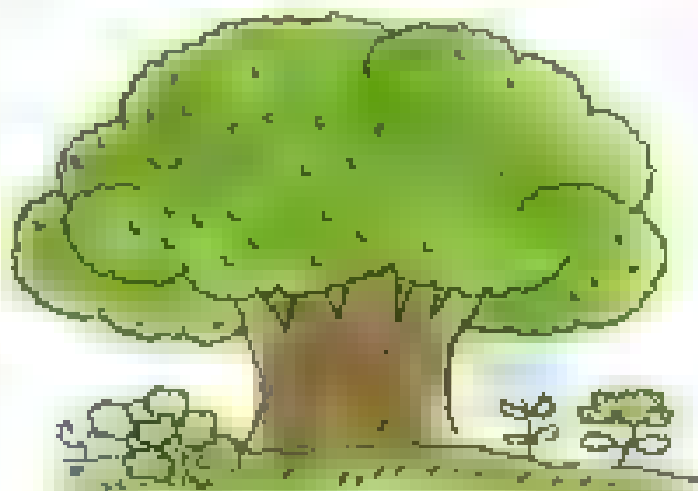
Our Green Friends

On your mark.

- We see green trees around our homes. Can you name some of them ?
- Name a few common flowers.
- Suppose you go to a market to buy some fruits. Which fruits will you buy ?

Let's read

Unit -I

The world around us is green with trees. Trees are our best friends. Trees are of many kinds. Some are big. Some are small. Like us, a tree also has life. It has roots. Roots go deep into the soil. They help a tree to draw water and provide strong support.

Do you know, trees can make their own food? With the help of sunrays trees make their food in their leaves. The branches carry food to the different parts of a tree.

Trees help us in many ways. We get oxygen from trees. We cannot live without oxygen. We get fruits and vegetables from the trees. Cows, goats, sheep and many other animals feed on leaves and grass. Trees give us beautiful flowers, too.

The green world gives us many other wonderful gifts. We get different

medicines from plants. Trees give us shade. Wild animals like tiger, lion, deer, elephant etc. live in forests. We get wood from trees. Trees bring rain, too. The green forests invite rain. Trees hold the soil together with their roots.

draw : pull up
provide : give
invite : welcome

Activity - 1

Underline the correct answer in the brackets. One is done for you.

a. Trees make the world (living, water/<u>green</u>)
b. The light of the (Moon/Sun/lamp) helps trees to make food
c. (All/Some/No) trees are big.
d. The part of a tree under the ground is (root/branch/leaves)
e. Wild animals live in the (forest/villages/water)

Activity - 2

Find five naming words from the above text. Put them in List - A. Find five doing words from the above text. Put them in List - B. One is done for you.

List A	List B
1. trees	1. give
2.	2.
3.	3.
4.	4.
5.	5.

Activity 3

Let's answer the following questions

a. Does a tree have life ?

b. Where do trees make their food ?

c. What does a goat eat ?

d. Which part of the tree carries food to its different parts ?

e. Which part of a tree draws water ?

Activity 4

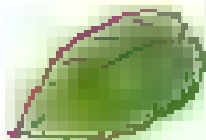
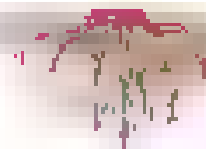
You can see pictures of some parts of a tree and the names of those parts. Match the names with the pictures.

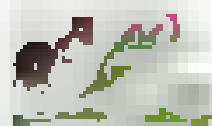
branches

roots

leaf

fruit

flower

Let's talk.

We can see the roots of a tree in Picture 1 of Activity 4. Tell your friends what you see in Pictures 2,3 and 4. Ask your friend to say a few words about Picture-5.

Let's do

Activity - 5

Let's put [T] for true and [F] for false statements in the boxes.

a. Roots give strength to a tree. ☐

b. Wild animals live around us. ☐

c. Trees can be big or small. ☐

d. Flowers and fruits are the gifts of the green world. ☐

e. Green forests do not help to bring rain. ☐

Activity - 6

Flowers and fruits make nature very colourful, don't they ? Here are five colours. Against each colour, write the name of one flower/fruit of that colour

Colour	Flower/Fruit	Colour	Flower/Fruit
red	____________	pink	____________
yellow	____________	blue	____________
white	____________		

Activity - 7

The following list tells you about the parts of a tree. But there are some words that do not refer to parts of a tree. Let's find them and cross them out.

1. leaves
2. roots
3. trunk
4. feathers
5. flowers
6. fruits
7. bones
8. branches
9. fin
10. claw

Activity - 8

Write two words each, beginning with the following letter-clusters. One is done for you :

(a) Fr fruit ____________

(b) tr ____________ ____________

(c) cr ____________ ____________

(d) sh ____________ ____________

(e) sp ____________ ____________

Activity - 9

Some letters are missing in the following words. Fill in the blanks by choosing letters from the help box. An example is given for you:

br a n c hes, d___ w, ___ it,

me___ ci___e, h___ ite, w___ nde___ ful

___ rien___ ly

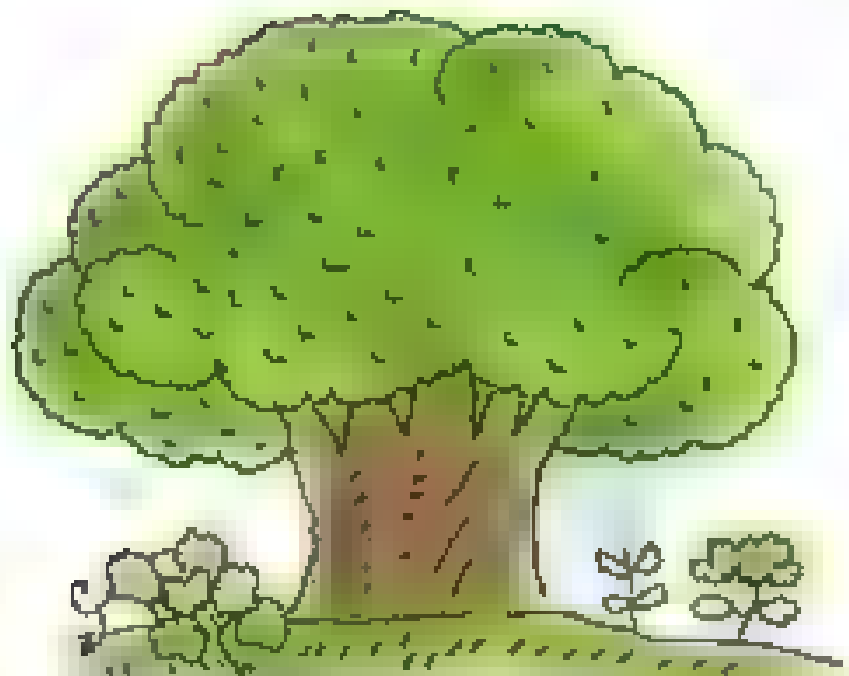
Help Box

d l h c t
o g f v n
r l m a r

Activity - 10

With the help of the following words write four sentences about Trees.

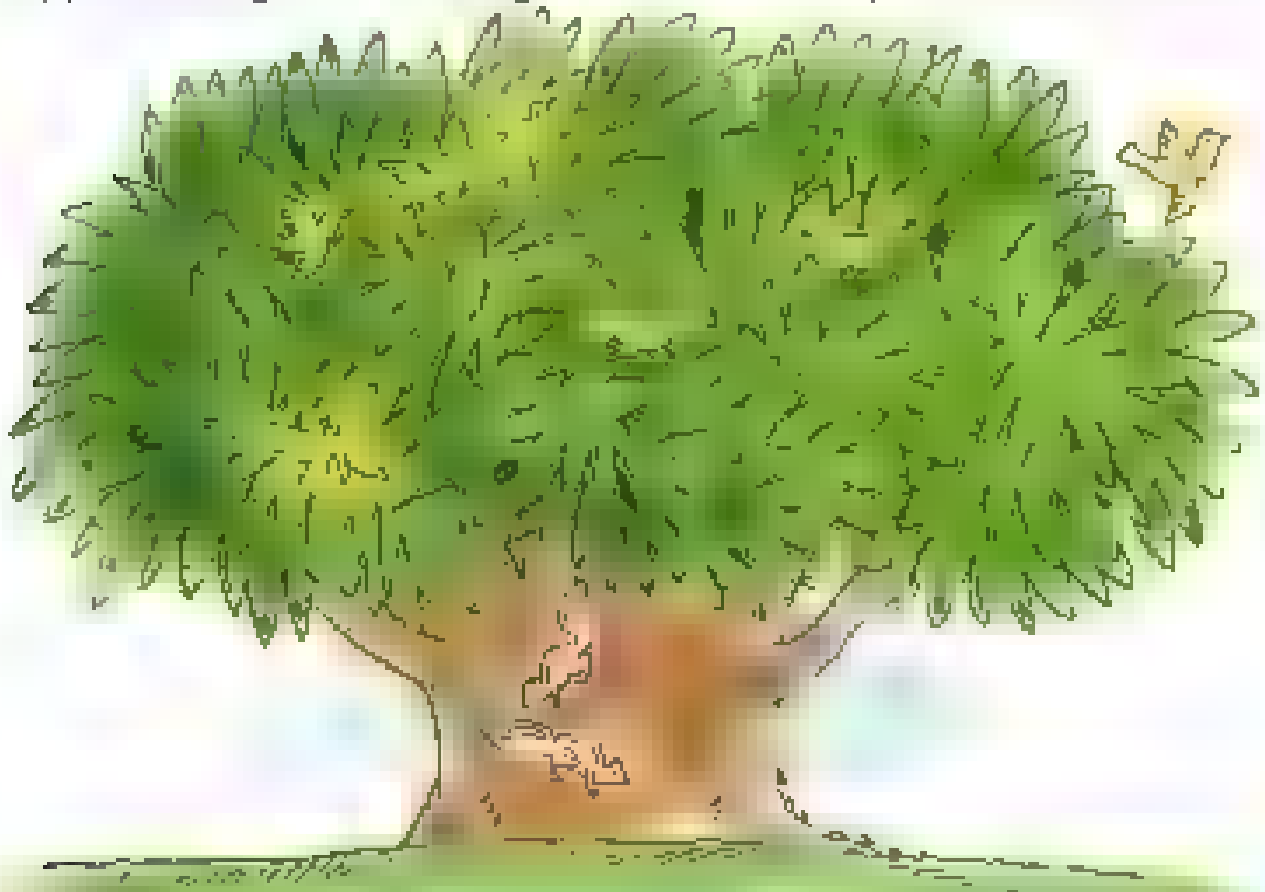
You may begin like this

Trees are our best friends

Unit 11

On your mark

- All of you must have seen a big, old tree.
- Which birds did you find in that tree ?
- Did you see any insect there ?

Let's read

There was an old mango tree in a farmer's garden. It was very old. So, it stopped bearing fruits. It only gave shelter to the sparrows, butterflies and

squirrels.

The tree was completely useless to the farmer. One day he decided to cut down the tree.

So he took a sharp axe and struck at the trunk of the tree. At once all the creatures living in the tree requested the farmer, "Please don't cut down this tree. It's our home."

But the farmer did not listen to them. So the sparrows, butterflies and squirrels left the tree.

The farmer was in a hurry to finish off his work. Suddenly, he saw something in the hollow of the tree. What did he see?

"A beehive! Full of honey!" he said.

He tasted the honey. "How sweet!" he said. The farmer understood that the tree was not useless.

"How foolish I was! No tree can be useless," he said to himself.

He stopped striking at the tree and went away. The sparrows, the butterflies and the squirrels were all happy. They all came back to their home.

sharp	having a fine edge
struck	hit hard
hollow	with a hole inside

Activity 11

Let's tick [✓] the right answer

a. The mango tree in the farmer's garden

(i) bore many fruits ☐

(ii) bore only a few fruits ☐

(iii) bore no fruit at all ☐

b. The farmer struck

(i) at a branch ☐

(ii) at the root ☐

(iii) at the trunk ☐

c. The honey was

(i) bitter ☐

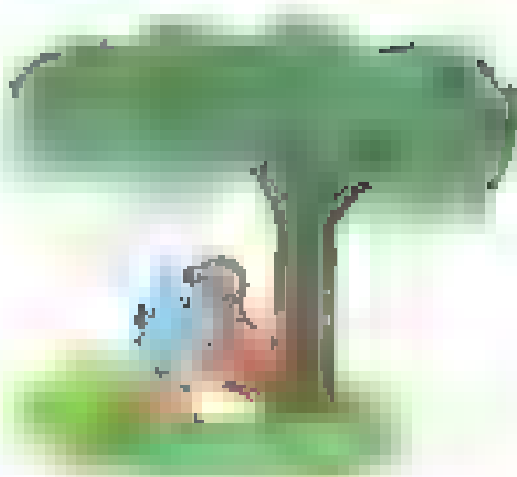
(ii) tasteless ☐

(iii) sweet ☐

d. The sparrows, butterflies and squirrels were happy because

(i) the farmer did not take away the honey ☐

(ii) the farmer planted another young mango tree ☐

(iii) the farmer went away without cutting down the old tree ☐

Activity 12

Find out who made these statements

a. Don't cut down this tree

b. No tree can be useless

Activity 13

Let's answer the following questions.

a. What did the farmer use to cut down the tree ?

b. What did the farmer see in the hollow of the tree ?

c. What did the farmer finally realise ?

Activity 14

Let's fill in the blanks with words from the help box

a. A ________________ grows vegetables for us.

b. Squirrels ________________ in the trees.

c. ________________ our teacher came into the class

d. I like ________________

e. Always ________________ to your teacher

Help Box

suddenly, sweets, farmer, listen, live

Activity 15

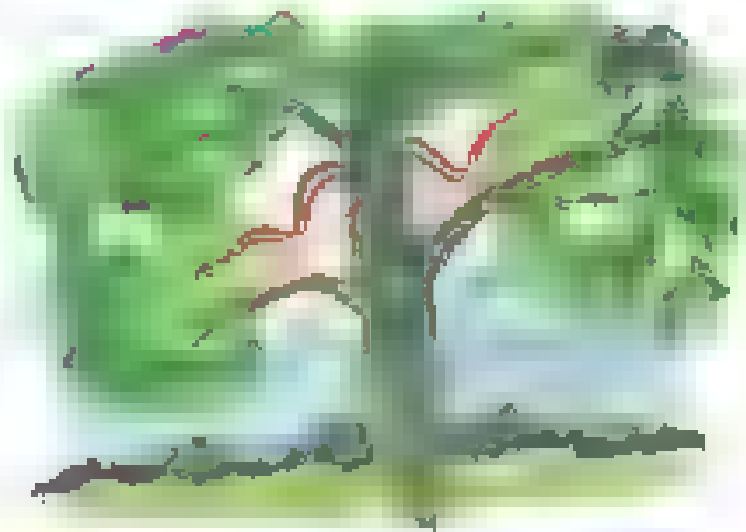
Here are some doing words. Let's add ed to these.

Words start, work, match, jump

start

work

match

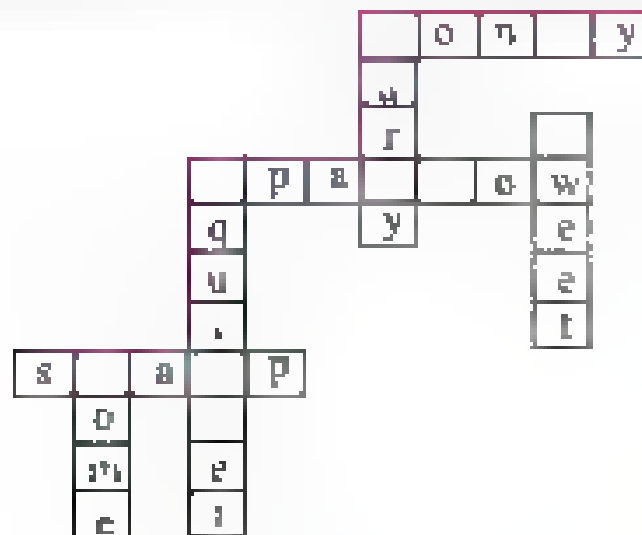
jump

Activity 16

Let's form words from the jumbled letters. The first letter and the last letter of each word are given

Activity 17

Let's match words with their opposites. One is done for you

Activity 18

Write the missing letters in the empty boxes to make meaningful words

Let's learn...

Look at the following sentences

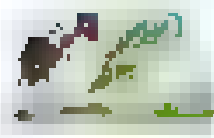
a) It is our home

b) He stopped his work

c) They all came back to their tree

The coloured words tell us to whom the following things belong

Some other words like these are

my, your, its and her

Let's do.

Activity 19

Fill in the blanks with the words given in the help box

1. We love ______________ school
2. He does ______________ work himself
3. Rani plays with ______________ brother
4. The sparrows, squirrels, and butterflies left ______________ tree
5. I do ______________ class work daily
6. A tree can make ______________ own food.

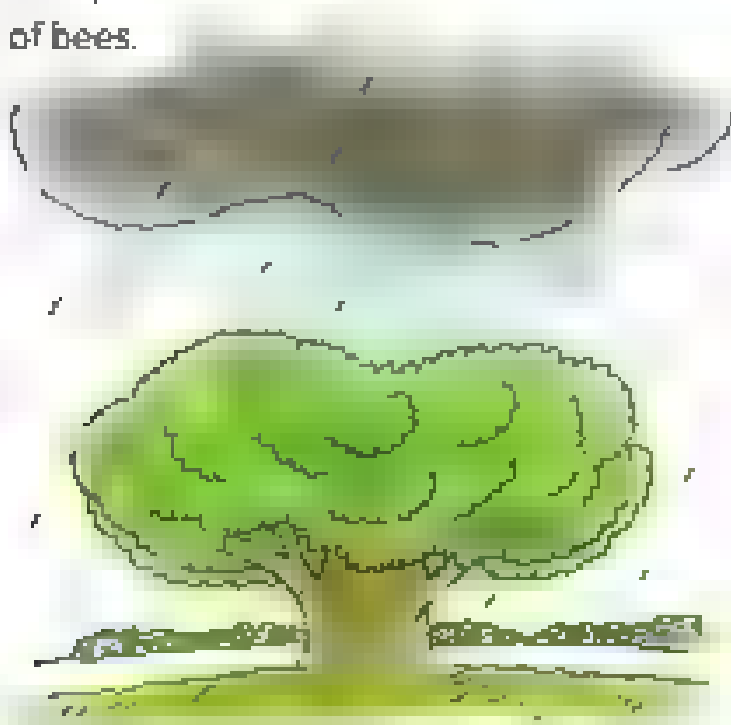
Help Box

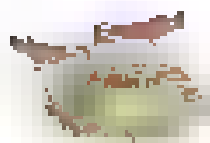
my, your, our, its, his, her their

It's rhyme time

Trees, Trees

Trees, Trees
Home of bees,
Home of seeds,
Trees, Trees,
Home of bees.

Trees, Trees,
Home of bees,
Home of buds
Trees, Trees,
Home of bees.

Trees, Trees,
Home of bees,
Home of leaves,
Trees, Trees,
Home of bees

Trees, Trees
Home of flowers
Bring showers
Trees, trees,
Home of bees

Let's work together

Plants give us medicines. We can find such plants around our house and school. Let's make a chart by pasting the leaves of five such plants on a sheet of paper.

Method

Collect the leaves.

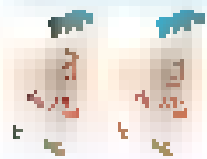
Wash them.

Dry them and paste them on a white chart paper with gum or tape.

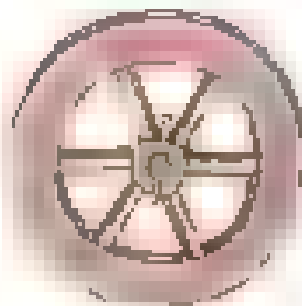
Write the names of the plants.

Show your work to your class.

Lesson 8

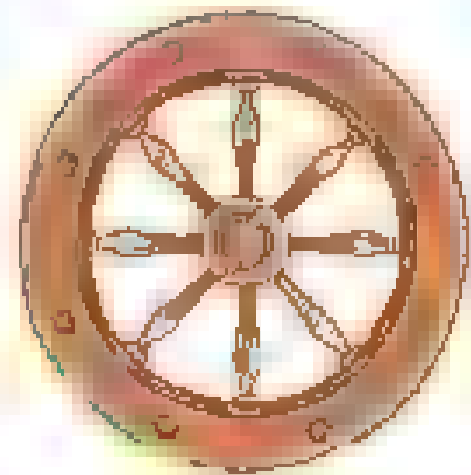
The Journey of Wheels

On your mark..

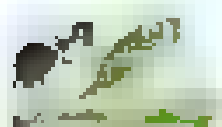
Let's look at the pictures.

- How many of these objects have you seen?
- What is common in all these pictures ?

Let's read

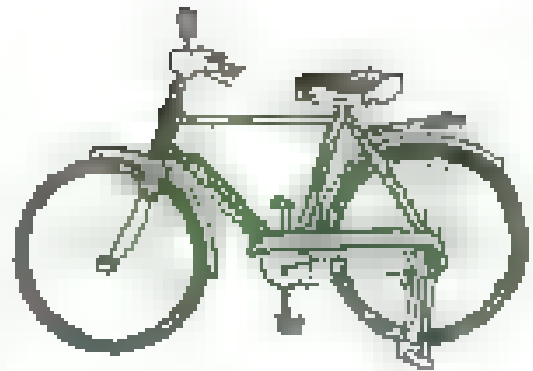
Unit 1

Do you know Munni? Munni is a little girl. She studies in class III. Her father is a potter. She helps her father in making earthen pots. She goes to the market with her father in a bullock cart. Her father takes her to school on his bicycle everyday. Last Sunday she went to the village fair. She took a ride in the Giant Wheel and the Merry-go-round.

Munni was very happy. She saw how we use the wheel in different ways. Without the wheel there would be no bicycles, cars or trains. Wheels are used in windmills and steam engines, too. Without the wheel her father would not be able to make pots, her mother would face trouble in drawing water from the well.

Many factories run on wheels. But who invented the wheel? Nobody knows the answer. One of the first wheels used was the potter's wheel. It happened 5500 years ago. Later man used the wheel for transport. The first means of transport was a wooden cart. Wheels changed our lives. We can now move easily and quickly from one place to another. We can easily transport heavy goods on wheels. Our physical work became less with the invention of wheels. Right from the tiniest watch gear to the large vehicles, the wheel is found everywhere. It saves our time. It makes our life better.

factories	workshops where machines make things
invented	created something new
transport	means of getting from one place to another
gear	that part which controls the speed of a machine

Let's do.

Activity 1

Name four things that are run by wheels. One is done for you.

Activity 2

Let's put "T" for true and "F" for false sentences in the boxes given below

1. A bicycle needs wheels to move. ☐
2. The first transport was a bullock cart ☐
3. We observe the use of wheels right from the watch to the Giant Wheel. ☐
4. Munni took a ride only in the Giant Wheel ☐

Activity 3

Let's complete the following sentences

1. Without the invention of the wheel, there would have been no vehicle like
2. Man used the wheel years back
3. One of the first wheels was
4. The invention of the wheel changed

Activity 4

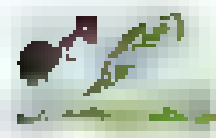
Let's answer the following questions

1. What does Munni's father do ?
2. Why is the wheel very important for a potter ?
3. When was the wheel invented ?
4. Why do you think a wheel plays an important role in our lives ?

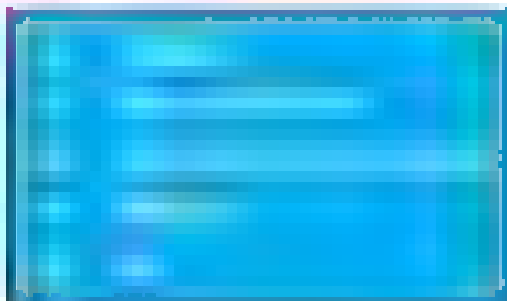
Let's learn

Study how the following sentences can be divided in two parts

1. Munni was very happy.
2. She studies in class I
3. Man used the wheel for transport.
4. Wheels changed our lives.
5. Our physical work became less.

1	Munni	1	was very happy
2	She	2	studies in class III
3	Man	3	used the wheel for transport
4	The wheel	4	changed our lives
5	Our physical work	5.	became less

Let's do.

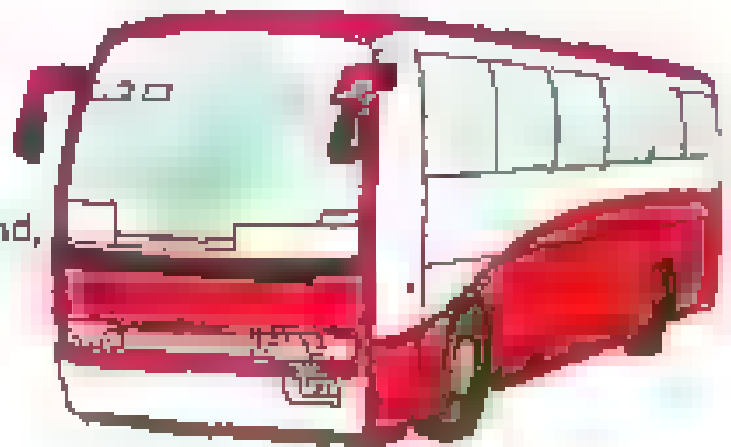
Activity 5

A. Let's match the words of the blue box with that of the green box to make complete meaningful sentences

B. Now divide the sentences as shown before

1. She helps her father
2. She went to the fair
3. He bought a pen from the market
4. We use wheels in different ways.

It's rhyme time

Let's sing together

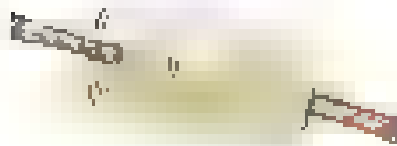
The wheels of the bus
Go round and round
Round and round, round and round,
The wheels of the bus
Go round and round
All day long

Let's talk

Have you ever seen a spinning wheel ? Look at the picture on the next page. Can you say what it is used for ? Ask your partner

Let's read.

Unit - II

Once there were two sisters. They lived in a village. All day long the elder sister used to work at the spinning wheel. She was very hard working. But her younger sister was very lazy.

One day the elder sister was sitting by the well. She was also working at the spinning wheel. Her hands were wet with sweat. Dirt stuck to the sweat. So she dipped her hands into the well to clean them. By mistake, she dropped the shuttle into the well. She began to weep.

[illegible] – a bobbin for carrying the thread across the cloth

Let's talk.

If you are the girl who has dropped her shuttle, tell your friend what you would do to get back the lost shuttle. Will you

- tell your mother
- ask a friendly neighbour to fetch it from the well

Let's do .

Activity 6

Let's tick the correct answer

1. The girl lived in a

   (a) town

   (b) city

   (c) village

2. The girl spun the wheel sitting

   (a) at home

   (b) by the well

   (c) under a tree

3. The little girl worked

   (a) till night

   (b) all day long

   (c) till afternoon

Let's read again.

The poor little girl dived into the well to get the shuttle. As she fell, she became senseless. Thus she dropped down to the bottom of the well.

When she awoke she found herself sitting in a meadow. The sun was shining brightly. There were flowers

everywhere. Across the meadow she saw some apple trees. The trees were full of apples. As she looked up, each of the trees called out, 'Shake me, shake me. The apples are all ripe.'

So she shook the trees. The apples fell like rain. She gathered them in a heap.

Then she came to a little house. There she saw an old woman. The woman had large teeth. The girl was afraid.

Let's do..

Complete the following sentences with information from the text.

1. The poor little girl dived ...
2. The meadow had some ...

Let's talk

- If you were the elder sister, would you be afraid on seeing the old woman ? Discuss with your friends.
- Would you run away ?
- What would you do otherwise ?

Let's read again

The girl was about to run away. But the old woman called her, 'Why are you running away? Don't be afraid. I am Mother Moon.'

The old woman spoke very kindly. So, the little girl decided to stay with her.

She looked after the old woman. The woman was very happy. The little girl enjoyed good food everyday. She had everything she wanted.

But one day, she wanted to go home. She told Mother Moon her wish. So the woman took her near a big door. At once the door opened. The girl looked out. There was a shower of gold. Mother Moon said, "All these are yours. You work hard all day. This is your reward."

The door closed. The girl found herself in front of her house. There was a cock close by. It cried out:

"Cock-a-doodle-do

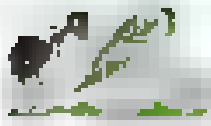
Your golden girl comes to you."

She entered her house. She told her mother all that had happened. Her mother wished the same luck for her younger daughter as well. So the younger daughter went and sat by the well. She dropped the shuttle into the well. She jumped into the well. She came to the same meadow. She saw the same trees. But she did not shake the trees. She came to stay with Mother Moon. But she was very lazy. She did not get up in the morning. She did not work hard like her sister. Mother Moon did not like her. So, when she returned home empty-handed, the cock began to cry:

"Cock-a-doodle-do

Your lazy girl comes to you."

(Adapted from **Grimm's Fairy Tales**)

meadow : green field

Let's do...

Activity 7

Let's answer the questions

1. Why did the elder sister stay with the old woman ?
2. Why was Mother Moon very happy with the elder sister ?
3. Why did the elder sister get gold ?
4. How was the younger sister different from the elder sister ?

Activity 8

Using the letters of the given word make three new words. One is done for you.

Mother her/other/home

Happened Pen...

Thought ..../........................../..............................

Before ..../........................../..............................

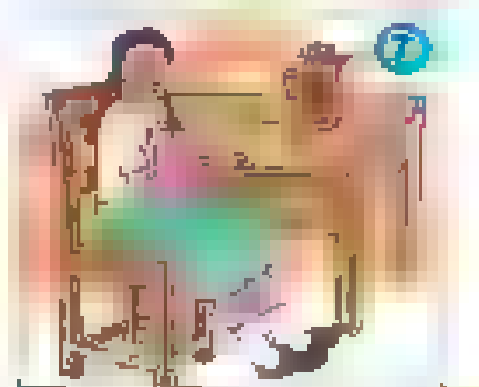
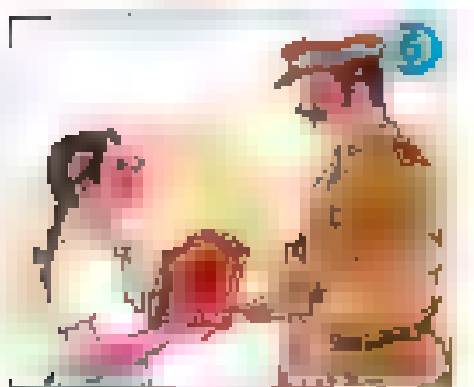
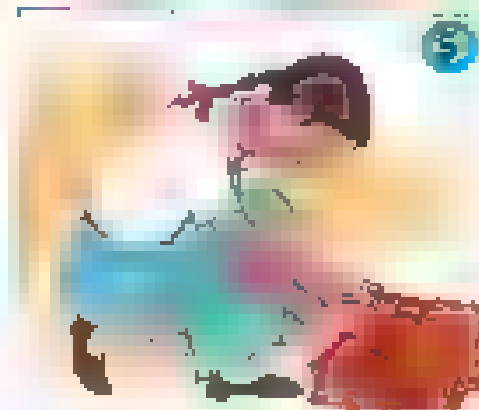
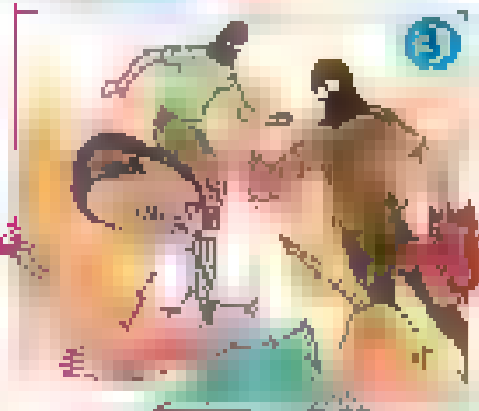
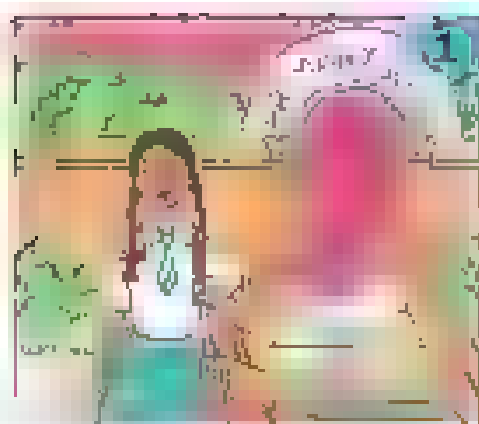
Meadow ..../........................../..............................

Let's learn

The natures of the two sisters were completely opposite. One was hardworking, the other lazy. Look at the opposite pair of words.

elder	younger
hardworking	lazy

Let's talk.

Imagine the girl in the picture is you. Can you tell the class what happened on that particular day ?

Let's do

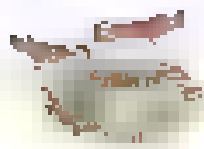
Activity 9

Here are some opposites. But the letters of the words in table B are jumbled Let's rearrange the letters in the right order to find out the opposite words.

A	B
Young	dlo
Little	egral
Happy	yppahnu
Small	gib
Light	yvaeh
Near	raf

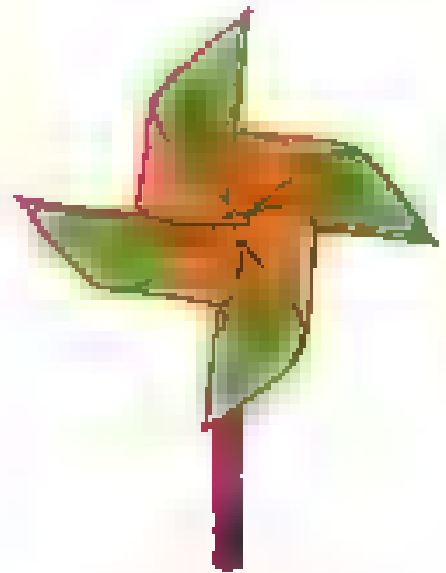
Activity 10

Let's write down what happened the other day by looking at the pictures on page 111 The first sentence is written for you

1. was leaving school to go home
2.
3.

Let's work together

Have you seen a pin-wheel ? Do you know how to make it ? Come, let's make a pin wheel.

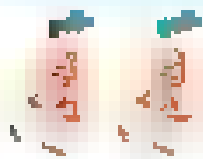
Things we need

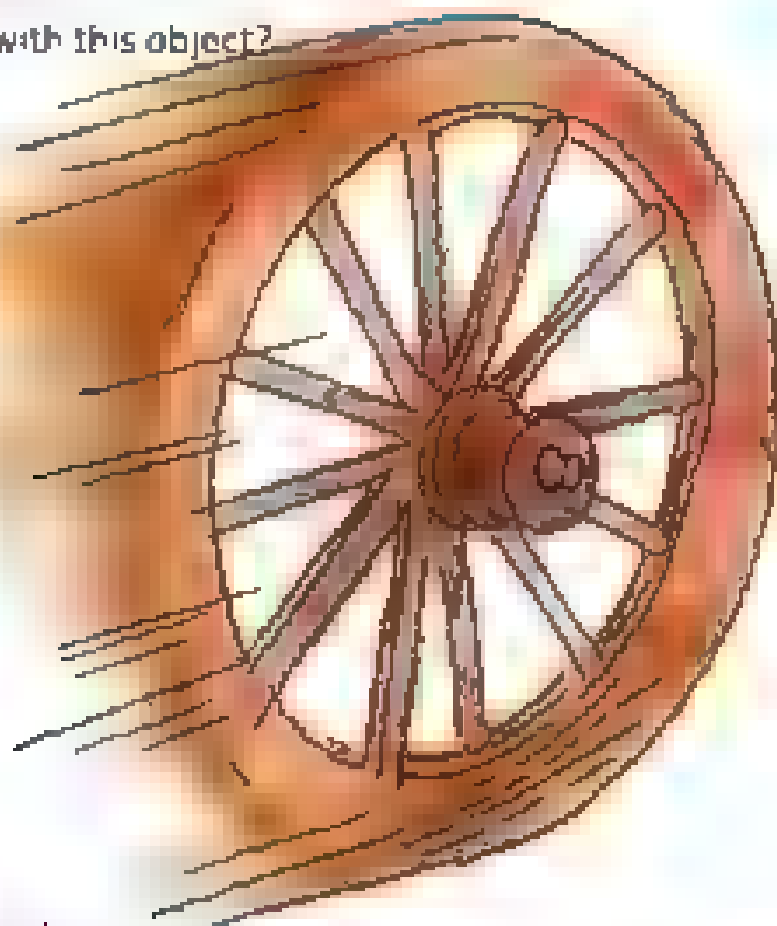
- A sheet of plain paper
- A pair of scissors
- A pencil with an eraser at the end
- Crayons or colour pencils
- A hole-puncture
- A pin

Method :

- Draw a square of 6 inches on the paper
- Draw any pattern or picture with the crayons
- Starting at each corner of the square cut a diagonal slit from the edge towards the centre. Stop about halfway to the centre
- Now use the hole-puncture. Make a hole at each corner of the square and also at the centre of the square
- Carefully fold each punctured corner. Align all the holes at the corners with the hole at the centre. Be careful not to crush the paper
- Finally, attach the pin-hole to the pencil. Insert the pointed head of the pin through the punched holes sticking it into the eraser at the end of the pencil.

Your pin-wheel is ready. See how it turns when the wind blows on it

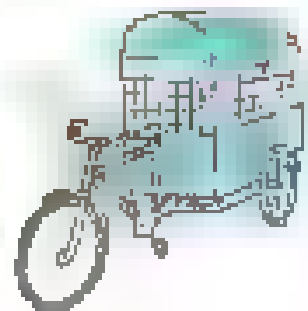
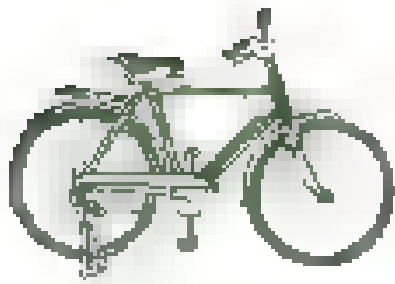
Lesson 9

Moving Around

On your mark..

- What do you see in the picture?
- What do we do with this object?

Let's read

Unit 1

Transportation on Wheels

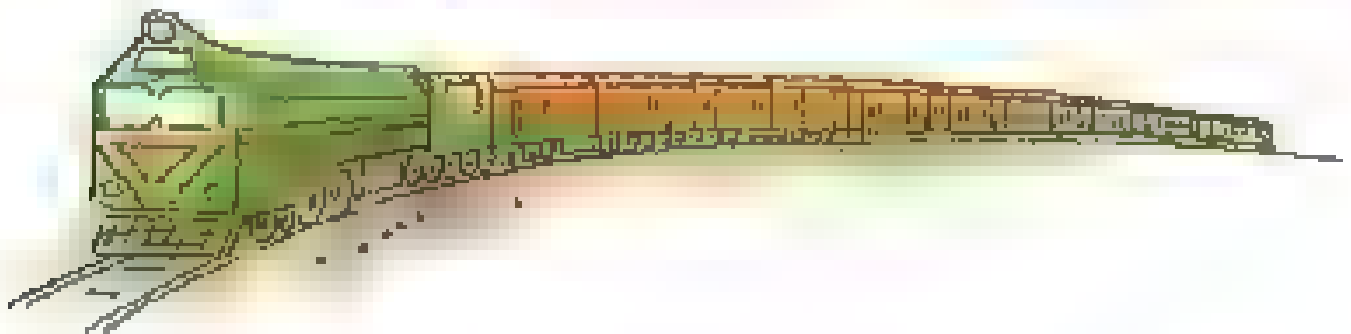
I am Mirik Roy. I am a student of Class [illegible]. I live in a small village. I ride the cycle-van to school everyday. This van is blue in colour. A van has three wheels.

My father has a green bicycle. It has two wheels. Last year, my father taught me to ride the bicycle. It was great fun.

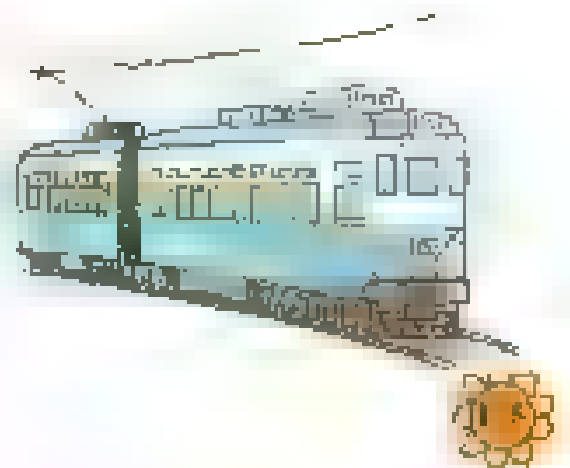
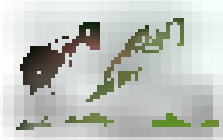
I enjoyed a visit to Kolkata, too. The trip was during the summer vacation. My parents took me there. My father told me about a variety of vehicles in the city.

From our home, we took an auto-rickshaw to the bus stand. The auto-rickshaw was yellow in colour. It had three wheels.

A big red and white bus took us to the railway station. I saw the bus had six wheels.

At the station, we got into a train. It was green and gold in colour. It was like a big snake. A train has many wheels.

In the city, I saw a train-like thing with two compartments moving on rails.

My father told me it was not a train but a tram. It was blue and white in colour. It also moved on wheels.

There were many cars in the city. Cars of different colours moved very fast. Cars have four wheels. My father told me all these were vehicles. They move on wheels.

I was happy to ride the auto-rickshaw, the bus and the train. I was also glad to see the tram and the cars. But what I enjoy the most is a ride on my father's bicycle.

variety	different kinds
fast	quick
glad	happy
ride	journey

Let's do.

Activity 1

Let's fill in the chart

Vehicle	Number of wheels	Colour
	three	yellow
Van		
	many	green and gold
Bus		
	two	
Tram		

Activity 2

Let's write "T" for true and "F" for false statements in the given boxes

a. Trains move very slowly. ☐

b. Cars are of one colour. ☐

c. The bicycle of Mirik's father was green in colour. ☐

d. Mirik lives in the city. ☐

e. Mirik is a student of Class III. ☐

Activity 3

Let's make a word-train

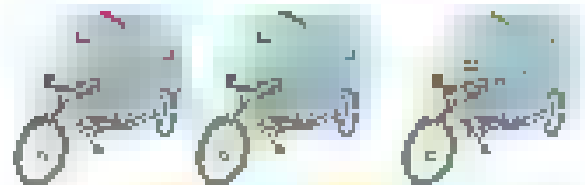
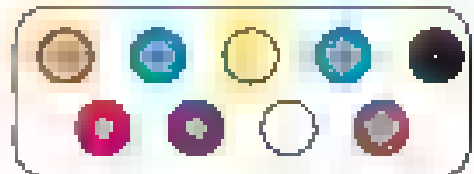
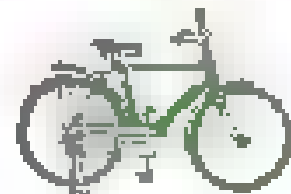
Arrange the following words in the shape of a train with each word looking like a compartment of the train.

red	yellow	blue	orange	green
purple	black	white	brown	
one	two	three	four	

Look at the pictures on the right side and choose the correct word from the word-train. Circle the words that you use

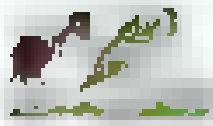
1. I ride on the ________________ bus

2. This is a ________________ car

3. These are ________________ vans.

4. ________________ is my favourite colour

5. This is a ________________ bicycle

Activity 4

The word-cards are not in order. Rearrange them to form sentences:

It's rhyme time

Stamp, stamp, stamp your feet,
Stamp them on the ground
Travelling, travelling on your feet,
Walk to get around

Activity 5

Produce the sounds

a. Sound of footsteps

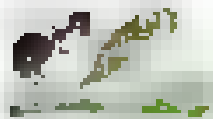
b. Sound of trains and trams

Ask your friend [work in pairs].

a. How do you go to school ?

b. How do you go to the market ?

c. Name a vehicle with two wheels.

d. Name the vehicle(s) you like to ride.

Let's do.

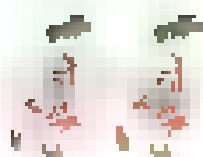
Activity 6

Discuss with your friend and write four sentences on some uses of a vehicle that you have seen:

Let's work together

A. Make a list of the vehicles you see around you.

1 Bicycle
2
3
4
5
6
7
8.

B. Draw pictures of any two of them.

Unit - I

On your mark...

- Have you ever travelled by water?
- If so, did you enjoy your journey?

Let's read:

Transportation on Water

Bunny was a rabbit. His burrow was beside a pond. His best friend was Punny. Punny was a fish. She lived in the pond.

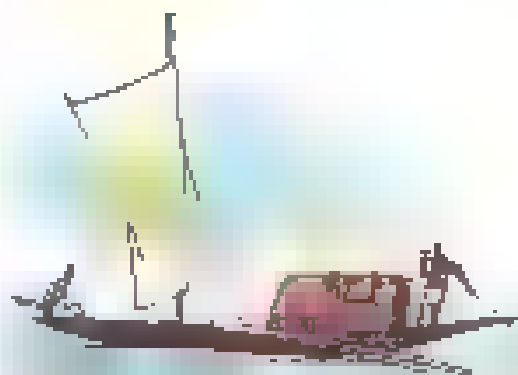
Every afternoon, Punny used to swim close to the bank. Bunny sat on the bank. The two of them talked till evening.

One afternoon Punny said, "Tomorrow is my birthday. You must come."

Bunny said, "I cannot come. I cannot swim like you." He was sad.

Punny told him, "Don't be sad, Bunny. Take a boat and come."

boat

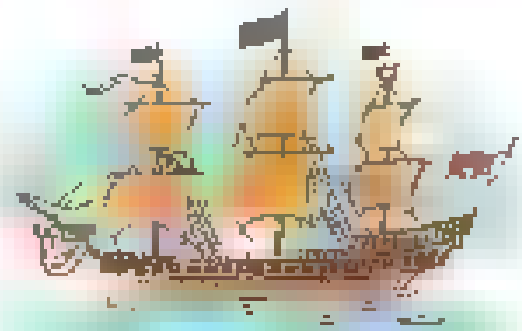
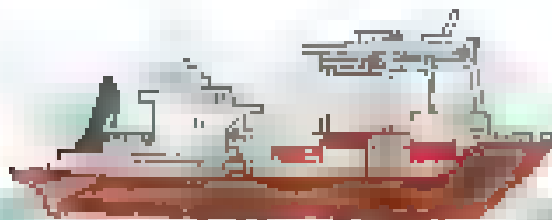
Next afternoon, Bunny took a boat to the middle of the pond. The boat was made of wood. It had a hull. The hull helped the boat to float. The hull was built around a long beam called a keel. The keel helped the boat to keep its direction.

steamer

Bunny enjoyed the ride. Punny gave him some watercress. As he ate, Bunny heard stories from Lobu. Lobu was Punny's mother.

She told him about the steamer. The steamer looks like a large boat. It is made of iron. It moves on steam power.

ship

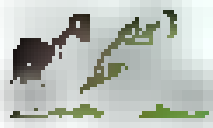
The steamer has a propeller. The propeller helps the steamer to move through water. The steamer carries people and goods.

Bunny also heard about ships from Lobu. A ship is large. It is made of iron, too. Earlier, ships moved on sails. Later, ships started moving on steam power. Now, ships move on diesel and electric power. Ships have many hulls and keels. Ships also have propellers.

vessel

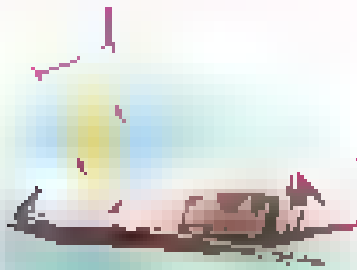
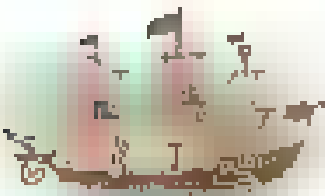
Bunny rode the boat back to the bank. Punny swam beside the boat. She told him about a vessel.

A vessel is a very large boat. It carries heavy goods like cars and jeeps. The vessel has no roof. It moves on diesel power. Vessels have propellers, too.

As Bunny went to sleep that night, he dreamed about boats, steamers, ships and vessels.

burrow	a hole made by a rabbit to live in
bank	the side of a pond or river
hull	framework of a boat or ship
keel	wood or steel at the base of a boat or ship
watercress	*halim shak or jalkumbhi, an edible water weed*
propeller	a machine with blades to help movement

Let's do.

Activity 1

Let's see the pictures and write.

a. This is a ____________________

b. This is a

c. This is a ____________________

d. This is a ____________________

Activity 2

Let's answer the following question.

a. Who is the friend of Bunny?

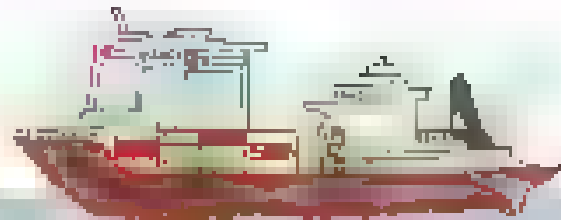
b. Who is Lobu?

c. What did Bunny eat?

d. Why was Bunny sad?

e. What does a hull do?

f. What does a keel do?

g. What did Bunny dream about?

Activity 3

Who am I?

a. I am made of wood. I have no propellers. I am a ______________________

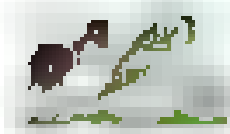
b. I have many hulls and keels. I move on diesel and electric power. I am a ______________________

c. I have no roof. I carry heavy goods. I am a ______________________

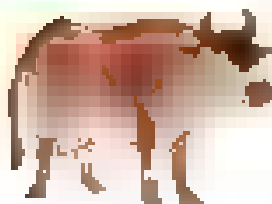
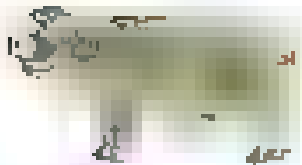
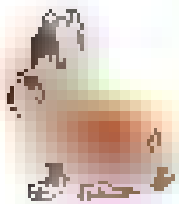
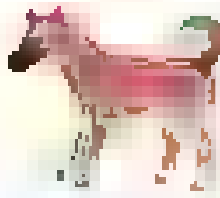
d. I move on steam power. I carry goods and people. I am a ______________________

Let's learn...

Let's look at the table:

Animals	Home
Rabbit	Burrow
Horse	Stable
Cow	Cow-shed
Dog	Kennel
Pig	Sty

Let's do...

Activity 4

Let's match the animals with their homes

animals	homes
	sty
	cow-shed
	kennel
	stable
	burrow

It's rhyme time

Over the river,
Over the bay.
Boats travel
Every day.

Most of the people
Crowd to the side
Just to enjoy
Their boat ride.

Watching the seagulls,
Laughing with friends,
I'm always sorry
When the ride ends.

Let's talk...

Ask your friend [work in pairs]:

a. Do you like a ride on a boat ?

b. Can you name any other means of transport on water ? What are those ?

c. Do you think Bunny will take a boat ride again ? Why ?

d. Have you ever heard of a ship that travels under water ? What is it called ?

Let's work together

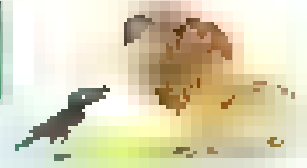
A. Make a boat and a ship with paper. Stick these on the blank page overleaf. Write about some of their uses.

A Boat

____

____

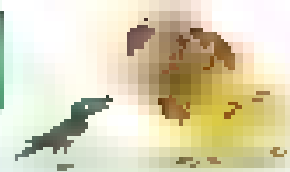
____

A Ship

____

____

____

What do you feel about the book

Please write and draw

What do you feel about the book?

Please write and draw.

Teachers' Guidelines

We must understand that for all practical purposes, the students of any given classroom hardly represent a homogeneous unit. The teachers should expect to meet, and interact with, a classful of students from a wide cross-section of society. Their ability and readiness of reception may vary. This variability of competence must be considered and accommodated in the teaching methodology. This may be effected in a number of ways : 1) peer observation is a process that may be encouraged, where the comparatively advanced learners may be observed and emulated by others. 2) to talk and interact in class, so that the ones who are shy or reticent due to compromised competence get easily noticed and are then gradually helped by the teacher to participate fully in classroom conversation. 3) an environment of equality has to be carefully created within the classroom, and this is the biggest responsibility of the teacher. For the under-privileged child, the classroom must represent a window of liberation, a slice of society where class differences dissolve. This is especially relevant in the context of English teaching as the language still carries invisible links with privilege.

The vision of joyful learning that has received a significant focus in RTE Act, 2009 forms the foundation of the present textbook. The book aims to create an enjoyable atmosphere by providing an abundance of pictures and activities for the students, and it is expected that the teachers will exploit these resources to enrich the learning experience. The rubrics 'On your mark', 'Let's talk' and 'Let's work together' have been designed with the concept of co-operation and collaboration in mind, so that the spirit of belonging and camaraderie helps to enliven the classroom and remove any residual drudgery. All activities are to be transacted within the classroom in an open-ended manner, inviting multiple responses.These are to be done in line with RTE Act, 2009, clause 29(2)(g) that emphasizes upon making the child free of fear, trauma and anxiety and helping the child to express views freely.

Specific guidelines for classroom transaction

Revision lesson (25 Periods)

The main objectives of the Revision Lesson are

- to assess the four major language skills of the students acquired in class III
- to facilitate the students to have easy access to the textbook, based on the new syllabus.

Activities 1-4(a) are to be done in pairs. The teacher should warm the students up before engaging them in activities. He/she will show a variety of pictures (TLM) of various objects and elicit response from them by asking questions. Such oral-aural activities will help them in-

English conversation practice

motivating them to participate in the activities mentioned in the texbook and also those that fall beyond it

Teacher-student and student-student interactions are necessary before taking up Activity 3 and 4. The oral interactions should be done in groups. The teacher may involve them in a game of arranging words in alphabetical order. He/she will also elicit responses from questions like

Is apple a fruit or a vegetable?

What is a radish- a fruit or a vegetable

What is a cucumber

What is a cherry? etc

Let's talk is a listening speaking activity. The teacher may also devise some additional topics to develop their oral-aural skills. Activities 5 and 6 are pair activities. The teacher will use the given picture in the textbook and involve them in English conversation. He/she can ask them

What do you see in the picture?

Where is the cat in the picture?

Where are the pillows?

Where do you find the fan?

What is there on the window?

Where are the books? etc

The teacher should also ask questions related to real-life situations before they get involved in the group activity in Let's talk. The teacher can ask them

Where is the blackboard?

Where is the duster?

Where is your English book?

How did you come to school?

Where are you sitting? etc

The objective is to allow the students to have further practice of prepositional phrases like 'on the wall' 'on/under the table' 'in the bag' 'by bus/on foot' 'in the room' etc. The teacher will then facilitate the students to describe in English (orally) the various objects in the classroom with the introductory subject-phrase 'There is a'.

Activities 7, 8 are to be done in pairs. All the students should do Activity 9 individually and the CCE is to be done. Activity 10(a) and 10(b) are to be done in groups. The activities should be preceded with oral-aural activity related to the identification of human body parts. Activity 10(a) is an integration of visual art and language learning in a joyful mode as envisaged in NCF 2005. Let's talk is a listening-speaking activity. The objective is to develop English conversational skill of the students through

wider exposure. Activity 11and 12 are to be done in pairs. Activity 11 integrates mathematical skill with language skill, something that a person actually requires in a real-life situation. Activity 13(a), 13(b) and 14(a) are to be done in pairs. Activity 14(b) is to be done individually.

Here the teacher should tell the students that in Bengal there are six seasons. They are: summer, monsoon, early autumn ('*Shorat kal*'), late autumn ('*hemonto kal*'), winter and spring. This is an activity that integrates First language (L1) with Second language (L2 or English). Activity 15 is to be done in groups. Activity 16 and 17 are to be done in pairs, Activity 18 is for individual work. Activities 19-21 are to be done in pairs.

Its rhyme time is meant to impart the experience of joyful reading, involving the entire class. The teacher should recite the poem with correct pronunciation,, stress, accent and intonation. The objective of the task is to develop the skill in performing art among the students as envisaged in NCF 2005:

"The arts, visual and performing, need to become an important component of learning in the curriculum. Children must develop skills and abilities in these areas and not treat these as a mere entertaining fringe."

Lesson 1: My Friends (22 Periods)

On your mark is a pre-reading task. The teacher should motivate the children before engaging them in reading the input. The pre-reading task is a listening speaking activity which should be undertaken in groups. The teacher may add some questions for oral-aural activity.

Let's read stresses upon the reading skill. The teacher should demonstrate to the students how to read correctly. He/she will read the text with correct pronunciation, stress, accent and intonation. He/ she should show them how to read a sentence in word-clusters with proper pronunciation and intonation so that the text becomes meaningful. The learners will follow the teacher by reading aloud. At this point CCE can be done. Silent reading will follow for assessing the reading comprehension skill of the learners. Activities 1-3 should be done in pairs while reading the text. Teacher student interaction follows and CCE can be done. The teacher may ask the students questions like these:

- 'Kajol has no friends'- is it true or false? How do you get to know this? Read/Show the correct statement from the text.

Let's talk is a Listening-Speaking activity. The teacher can play the role of a quiz-master. Students sitting in groups will have to respond to the questions. Activity 4 is a riddle. Students should undertake the activity in pairs. Activities are individual work and here the CCE is to be done. Activity 9 is a group work integrating visual art with language. Let's talk is an oral-aural activity which should be done in groups. The teacher will monitor the activity and encourage peer-learning.

It's rhyme time should involve the whole class. The teacher should show the students how to recite a rhyme with proper gestures or actions, correct pronunciation, stress and intonation.

Let's read of Unit-II should be preceded with oral-aural activity for motivating the students. The teacher is expected to motivate them by asking questions like—

- What are the names of animals in the picture?
- What are they doing?
- Who is the king of the forest?
- What do the tiger, the lion and the fox eat?
- What does a camel eat? etc.

The rubric Let's do indicates activities to be done in pairs or individually. Activities 10-12 are to be done in pairs. The objective of Let's learn is to develop the language/grammatical skill of the learners through functional application. Activities 13-15 are to be done individually. Activity 16 is a writing task which should be preceded by oral-aural activity. The teacher may ask questions like-

- Which animal do you like the most?
- What does it look like?
- What does it eat?
- What sound does it make?
- What do we call the baby of that animal?
- Why do you love it? etc.

Let's work together is a group activity. The objective here is to go beyond the boundary of textbook learning. The practical application of knowledge through joyful activity has been envisaged here.

Lesson 2: Animal Meeting (15 Periods)

On your mark is a pre-reading activity in the form of an oral-aural exercise motivating the learners to read the text. Role-play is to be organized by the teacher. Activity 1 should be done individually. Activities 2-4 are for pair work. Let's talk is a Listening-Speaking activity which is a group work. Activity 5 and Let's work together are also group work. The teacher should organize pupil-pupil [P/P] interaction before they are engaged in the writing activity.

Lesson 3: The Grasshopper and the Ants (18 Periods)

The teacher motivates the learners. The learners are involved in discussion. Interaction occurs between teacher-pupil [T/P] and also pupil-pupil [P/P]. All the learners are expected to engage in silent reading. Activity 1 is individual work and here CCE is to be done. Activities 2-4 are pair work. Let's talk is an activity on English conversation. Activity 6 and 7 are for pair work while Activity 8 and Let's work together are for group work.

Lesson 4: Know Your Birds (20 Periods)

The learners are to be involved in conversing in English. T-P and P-P interaction occurs. The pictures of birds [TLM] can be used as stimulus. The word trove provides meanings in English to prepare the learners to use English dictionary in higher classes. All the learners are expected to engage in silent reading . Pair work is required for Activities 1-4(a). Activity 4(b) is for individual work. Activity 5 is a group work. T-P and P-P interaction will occur. Individual learning is supplemented with teacher

support. Activities 6-7 are for individual work. Activity 8 is to be done in pairs. Activities 9-10 are to be done individually for CCE. It's rhyme time is to be done by the whole class for the development of performing skill. Let's work together is group work which integrates language skill with visual art. The students working in groups can be inspired to use the picture of the duck for making a poster. Parts of the duck will be coloured and labeled and then displayed in the classroom.

Lesson 5: Water (22 Periods)

The lesson begins with the rubric On your mark for the motivation of the students. Let's talk is a Listening-Speaking activity which is to be done in groups. The teacher acts like a coordinator facilitating the learners to interact among themselves and thereby develop their conversational skill. Role play can be organized. Activities 1-6 are to be done in pairs. Activity 7 is to be done in groups but it should be preceded with an oral-aural activity. Activities 8-9 are to be done individually and for CCE. Activity 10 is a group activity but it should be preceded with an oral-aural activity. Let's work together is group activity for the purpose of experiential learning.

Note: "Crafts should be taught as projects, and not as classroom exercises."[NCF 2005, pg.55]

Lesson 6: The World Under Water (16 Periods)

On your mark is a warm-up activity involving the learners in English conversation. Activity 1 is for individual work and CCE. Activities 2-5 are to be done in pairs. Activity 6 is to be done in groups but it should be preceded with an oral-aural activity. Let's work together is group activity for the purpose of experiential learning.

Lesson 7: Our Green Friends (21 Periods)

The teacher motivates the class and interacts with the students. P-P interaction follows, Silent Reading is done by entire class. Activities 1-4 are for pair work. Let's talk is group activity with an objective to develop the students' conversational skill. Activity 5 is for individual work and for CCE. Activities 6-8 are for pair work. Activity 9 is for individual work. Activity 10 is to be done in groups.

In Unit II Activities 1 and 2 are for individual work. Activities 3-9 are for pair work. It's rhyme time is for pleasure reading.

Note: "The academic authority should ensure all-round development of the child; building up child's knowledge, potentiality and talent; learning through activities, discovery and exploration in a child-friendly and child-centred manner; and making the child free from fear, trauma and anxiety and helping the child to express views freely". [chapter V, R.T.E. Act 2009]

Lesson 8: The Journey of Wheels (20 Periods)

The teacher motivates the class by showing the pictures/models (TLM) of various wheels and involves them in an oral-aural activity. Activity 1 is for pair work. Activities 2-3 are for individual work and for CCE. Activities 4-5 are for pair work. It's rhyme time is for the whole class and the teacher should teach them a song with correct intonation. It is worth mentioning that NCF 2005 advised us that "all

the four streams covered by the term arts , i.e. music, dance, visual arts and theatre, should be included." Activity 6 is for individual work and for CCE. Activities7-9 are for pair work. Activities 10-11 are to be done in groups.

Lesson 9: Moving Around (21 Periods)

The teacher motivates the students by involving them in T-P and P-P interaction. Pair work is required for Activities 1-4.Rhyme is for the whole class. Activities 1-4 are for individual work and for CCE. Activities 5-6 are for group work.

In Unit 8 Activities 1-3 are for pair work. Activity 4 is for individual work. Activity 5 is for pair work and Let's work together is to be done in groups.

Continuous and Comprehensive Evaluation (CCE)

RTE Act, 2009, (Ch.5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a "child's understanding of knowledge and his or her ability to apply the same" (R.T.E. Act, 2009). It also makes mandatory that "no child shall be required to pass any board examination till the completion of elementary education." These activities indicate the child's holistic development which includes his/her knowledge, potentiality and talent. These should closely be monitored through continuous evaluations based on the childs' various activities. Various activities that test to the multifarious skills of language are included in this textbook. It may ne noted that peer learning and group activity facilitates a CCE round and so remedial work lessons become unnecessary.

As a last word, it may be pointed out that there is no fixed and unique methodology for classroom transaction. The teacher will use the methodology that best caters to the holistic development of the students.